SELECTIONS

FROM THE

Records of the Government of India,

HOME DEPARTMENT.

No. LXXVI.

A COLLECTION OF DESPATCHES

FROM

THE HOME GOVERNMENT

ON THE SUBJECT OF

EDUCATION IN INDIA,

1854 to 1868.

Published by Authority.

CALCUTTA:
OFFICE OF SUPERINTENDENT OF GOVERNMENT PRINTING.
1870.

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I.

From the Court of Directors of the East India Company, to the Governor General of India in Council,—(No. 49, dated 19th July 1854.)

PARA. 1. It appears to us that the present time, when by an Act of the Imperial Legislature the responsible trust of the Government of India has again been placed in our hands, is peculiarly suitable for the review of the progress which has already been made, the supply of existing deficiencies, and the adoption of such improvements as may be best calculated to secure the ultimate benefit of the people committed to our charge.

2. Among many subjects of importance, none can have a stronger claim to our attention than that of education. It is one of our most sacred duties to be the means, as far as in us lies, of conferring upon the natives of India those vast moral and material blessings which flow from the general diffusion of useful knowledge, and which India may, under Providence, derive from her connexion with England. For, although British influence has already, in many remarkable instances, been applied with great energy and success to uproot demoralising practices and even crimes of a deeper dye, which for ages had prevailed among the natives of India, the good results of those efforts must, in order to be permanent, possess the further sanction of a general sympathy in the native mind which the advance of education alone can secure.

Public letter to Bengal, 5th September 1827.

3. We have, moreover, always looked upon the encouragement of education as peculiarly important, because calculated "not only to produce a higher degree of intellectual fitness, but to raise the moral character of those who partake of its advantages, and so to supply you with servants to whose probity you may with increased confidence commit offices of trust" in India,

where the well-being of the people is so intimately connected with the truthfulness and ability of officers of every grade in all departments of the State.

4. Nor, while the character of England is deeply concerned in the success of our efforts for the promotion of education, are her material interests altogether unaffected by the advance of European knowledge in India; this knowledge will teach the natives of India the marvellous results of the employment of labor and capital, rouse them to emulate us in the development of the vast resources of their country, guide them in their efforts, and gradually, but certainly, confer upon them all the advantages which accompany the healthy increase of wealth and commerce; and, at the same time, secure to us a larger and more certain supply of many articles necessary for our manufactures and extensively consumed by all classes of our population, as well as an almost inexhaustible demand for the produce of British labor.

5. We have from time to time given careful attention and encouragement to the efforts which have hitherto been made for the spread of education, and we have watched with deep interest the practical results of the various systems by which those efforts have been directed. The periodical reports of the different Councils and Boards of Education, together with other official communications upon the same subject, have put us in possession of full information as to those educational establishments which are under the direct control of Government; while the evidence taken before the Committees of both Houses of Parliament upon Indian affairs has given us the advantage of similar information with respect to exertions made for this purpose by persons unconnected with Government, and has also enabled us to profit by a knowledge of the views of those who are best able to arrive at sound conclusions upon the question of education generally.

6. Aided, therefore, by ample experience of the past, and the most competent advice for the future, we are now in a position to decide on the mode in which the assistance of Government should be afforded to the more extended and systematic promotion of general education in India, and on the measures which should at once be adopted to that end.

7. Before proceeding further, we must emphatically declare that the education which we desire to see extended in India is that which has for its object the diffusion of the improved arts, science, philosophy and literature of Europe; in short, of European knowledge.

8. The systems of science and philosophy which form the learning of the East abound with grave errors, and Eastern literature is at best very deficient as regards all modern discovery and improvements; Asiatic learning, therefore, however widely diffused, would but little advance our object. We do not wish to diminish the opportunities which are now afforded in special institutions for the study of Sanskrit, Arabic and Persian literature, or for the cultivation of those languages which may be called the classical languages of India. An acquaintance with the works contained in them is valuable for historical and antiquarian purposes, and a knowledge of the languages themselves is required in the study of Hindoo and

Mahomedan law, and is also of great importance for the critical cultivation and improvement of the vernacular languages of India.

9. We are not unaware of the success of many distinguished oriental scholars in their praiseworthy endeavours to ingraft upon portions of Hindoo philosophy the germs of sounder morals and of more advanced science; and we are far from under-rating the good effect which has thus been produced upon the learned classes of India, who pay hereditary veneration to those ancient languages, and whose assistance in the spread of education is so valuable, from the honorable and influential position which they occupy among their fellow-countrymen. But such attempts, although they may usefully co-operate, can only be considered as auxiliaries, and would be a very inadequate foundation for any general scheme of Indian education.

10. We have also received most satisfactory evidence of the high attainments in English literature and European science which have been acquired of late years by some of the natives of India. But this success has been confined to but a small number of persons; and we are desirous of extending far more widely the means of acquiring general European knowledge of a less high order, but of such a character as may be practically useful to the people of India in their different spheres of life. To attain this end it is necessary, for the reasons which we have given above, that they should be made familiar with the works of European authors, and with the results of the thought and labor of Europeans on the subjects of every description upon which knowledge is to be imparted to them; and to extend the means of imparting this knowledge must be the *object* of any general system of education.

11. We have next to consider the manner in which our object is to be effected; and this leads us to the question of the *medium* through which knowledge is to be conveyed to the people of India. It has hitherto been necessary, owing to the want of translations or adaptations of European works in the vernacular languages of India, and to the very imperfect shape in which European knowledge is to be found in any works in the learned languages of the East, for those who desired to obtain a liberal education, to begin by the mastery of the English language as a key to the literature of Europe, and a knowledge of English will always be essential to those natives of India who aspire to a high order of education.

12. In some parts of India, more especially in the immediate vicinity of the presidency towns, where persons who possess a knowledge of English are preferred to others in many employments, public as well as private, a very moderate proficiency in the English language is often looked upon by those who attend school instruction, as the end and object of their education, rather than as a necessary step to the improvement of their general knowledge. We do not deny the value in many respects of the mere faculty of speaking and writing English, but we fear that a tendency has been created in these districts unduly to neglect the study of the vernacular languages.

13. It is neither our aim nor desire to substitute the English language for the vernacular dialects of the country. We have always been most sensible of the importance of the use of the languages which alone

are understood by the great mass of the population. These languages, and not English, have been put by us in the place of Persian in the administration of justice and in the intercourse between the officers of Government and the people. It is indispensible, therefore, that, in any general system of education, the study of them should be assiduously attended to, and any acquaintance with improved European knowledge which is to be communicated to the great mass of the people—whose circumstances prevent them from acquiring a high order of education, and who cannot be expected to overcome the difficulties of a foreign language—can only be conveyed to them through one or other of these vernacular languages.

14. In any general system of education, the English language should be taught where there is a demand for it; but such instruction should always be combined with a careful attention to the study of the vernacular language of the district, and with such general instruction as can be conveyed through that language; and while the English language continues to be made use of, as by far the most perfect *medium* for the education of those persons who have acquired a sufficient knowledge of it to receive general instruction *through* it, the vernacular languages must be employed to teach the far larger classes who are ignorant of, or imperfectly acquainted with English. This can only be done effectually through the instrumentality of masters and professors, who may, by themselves, knowing English, and thus having full access to the latest improvements in knowledge of every kind, impart to their fellow-countrymen, through the medium of their mother tongue, the information which they have thus obtained. At the same time, and as the importance of the vernacular languages becomes more appreciated, the vernacular literatures of India will be gradually enriched by translations of European books or by the original compositions of men whose minds have been imbued with the spirit of European advancement, so that European knowledge may gradually be placed in this manner within the reach of all classes of the people. We look, therefore, to the English language and to the vernacular languages of India together as the *media* for the diffusion of European knowledge, and it is our desire to see them cultivated together in all schools in India of a sufficiently high class to maintain a school-master possessing the requisite qualifications.

15. We proceed now to the machinery which we propose to establish for the superintendence and direction of education. This has hitherto been exercised in our presidencies of Bengal, Madras and Bombay by Boards and Councils of Education, composed of European and Native gentlemen, who have devoted themselves to this duty with no other remuneration than the consciousness of assisting the progress of learning and civilization, and, at the same time, with an earnestness and ability which must command the gratitude of the people of India, and which will entitle some honored names amongst them to a high place among the benefactors of India and of the human race.

16. The Lieutenant Governor of Agra has, since the separation of the educational institutions of the North-Western Provinces from those of Bengal, taken upon himself the task of their management; and we cannot allow this opportunity to pass without the observation that, in

this, as in all other branches of his administration, Mr. Thomason displayed that accurate knowledge of the condition and requirements of the people under his charge, and that clear and ready perception of the practical measures best suited for their welfare, which make his death a loss to India, which we deplore the more deeply as we fear that his unremitting exertions tended to shorten his career of usefulness.

17. We desire to express to the present Boards and Councils of Education our sincere thanks for the manner in which they have exercised their functions, and we still hope to have the assistance of the gentlemen composing them in furtherance of a most important part of our present plan; but, having determined upon a very considerable extension of the general scope of our efforts, involving the simultaneous employment of different agencies, some of which are now wholly neglected, and others but imperfectly taken advantage of by Government, we are of opinion that it is advisable to place the superintendence and direction of education upon a more systematic footing, and we have, therefore, determined to create an Educational Department as a portion of the machinery of our Governments in the several presidencies of India. We accordingly propose that an officer shall be appointed for each presidency and lieutenant governorship, who shall be specially charged with the management of the business connected with education, and be immediately responsible to Government for its conduct.

18. An adequate system of inspection will also, for the future, become an essential part of our educational system; and we desire that a sufficient number of qualified inspectors be appointed, who will periodically report upon the state of those colleges and schools which are now supported and managed by Government, as well as of such as will hereafter be brought under Government inspection by the measures that we propose to adopt. They will conduct, or assist at, the examination of the scholars at these institutions, and generally, by their advice, aid the managers and school-masters in conducting colleges and schools of every description throughout the country. They will necessarily be of different classes, and may possess different degrees of acquirement, according to the higher or lower character of the institutions which they will be employed to visit; but we need hardly say that, even for the proper inspection of the lower schools, and with a view to their effectual improvement, the greatest care will be necessary to select persons of high character and fitting judgment for such employment. A proper staff of clerks and other officers will, moreover, be required for the Educational Departments.

19. Reports of the proceedings of the inspectors should be made periodically, and these, again, should be embodied in the annual reports of the heads of the Educational Departments, which should be transmitted to us, together with statistical returns (to be drawn up in similar forms in all parts of India), and other information of a general character relating to education.

20. We shall send copies of this despatch to the Governments of Fort St. George and of Bombay, and direct them at once to make provisional arrangements for the superintendence and inspection of education in their respective presidencies. Such arrangements as they may make

will be reported to you for sanction. You will take similar measures in communication with the Lieutenant Governors of Bengal and of Agra, and you will also provide in such manner as may seem advisable for the wants of the non-regulation provinces in this respect. We desire that your proceedings in this matter may be reported to us with as little delay as possible, and we are prepared to approve of such an expenditure as you may deem necessary for this purpose.

21. In the selection of the heads of the Educational Departments, the inspectors and other officers, it will be of the greatest importance to secure the services of persons who are not only best able, from their character, position and acquirements, to carry our objects into effect, but who may command the confidence of the natives of India. It may, perhaps, be advisable that the first heads of the Educational Department, as well as some of the inspectors, should be members of our Civil Service, as such appointments in the first instance would tend to raise the estimation in which these offices will be held, and to show the importance we attach to the subject of education, and also, as amongst them you will probably find the persons best qualified for the performance of the duty. But we desire that neither these offices, nor any others connected with education, shall be considered as necessarily to be filled by members of that service, to the exclusion of others, Europeans or Natives, who may be better fitted for them ; and that, in any case, the scale of their remuneration shall be so fixed as publicly to recognise the important duties they will have to perform.

22. We now proceed to sketch out the general scheme of the measures which we propose to adopt. We have endeavoured to avail ourselves of the knowledge which has been gained from the various experiments which have been made in different parts of India for the encouragement of education ; and we hope, by the more general adoption of those plans which have been carried into successful execution in particular districts, as well as by the introduction of other measures which appear to be wanting, to establish such a system as will prove generally applicable throughout India, and thus to impart to the educational efforts of our different presidencies a greater degree of uniformity and method than at present exists.

23. We are fully aware that no general scheme would be applicable in all its details to the present condition of all portions of our Indian territories, differing, so widely as they do, one from another, in many important particulars. It is difficult, moreover, for those who do not possess a recent and practical acquaintance with particular districts, to appreciate the importance which should be attached to the feelings and influences which prevail in each ; and we have, therefore, preferred confining ourselves to describing generally what we wish to see done, leaving to you, in communication with the several local Governments, to modify particular measures so far as may be required, in order to adapt them to different parts of India.

24. Some years ago, we declined to accede to a proposal made by the Council of Education, and transmitted to us with the recommendation of your Government, for the institution of an University in Calcutta. The rapid spread of a liberal education among the natives of India

since that time, the high attainments shown by the native candidates for Government scholarships, and by native students in private institutions, the success of the medical colleges, and the requirements of an increasing European and Anglo-Indian population, have led us to the conclusion that the time is now arrived for the establishment of universities in India, which may encourage a regular and liberal course of education by conferring academical degrees as evidences of attainments in the different branches of art and science, and by adding marks of honor for those who may desire to compete for honorary distinction.

25. The Council of Education, in the proposal to which we have alluded, took the London University as their model; and we agree with them that the form, government and functions of that University (copies of whose charters and regulations we enclose for your reference) are the best adapted to the wants of India, and may be followed with advantage, although some variation will be necessary in points of detail.

26. The universities in India will accordingly consist of a Chancellor, Vice-Chancellor and Fellows, who will constitute a Senate. The Senates will have the management of the funds of the universities, and frame regulations for your approval, under which periodical examinations may be held in the different branches of art and science by examiners selected from their own body, or nominated by them.

27. The function of the universities will be to confer degrees upon such persons as, having been entered as candidates according to the rules which may be fixed in this respect, and having produced from any of the "affiliated institutions" which will be enumerated on the foundation of the universities, or be from time to time added to them by Government, certificates of conduct, and of having pursued a regular course of study for a given time, shall have also passed at the universities such an examination as may be required of them. It may be advisable to dispense with the attendance required at the London University for the matriculation examination, and to substitute some mode of entrance examination which may secure a certain amount of knowledge in the candidates for degrees, without making their attendance at the universities necessary, previous to the final examination.

28. The examinations for degrees will not include any subjects connected with religious belief; and affiliated institutions will be under the management of persons of every variety of religious persuasion. As in England, various institutions in immediate connexion with the Church of England, the Presbyterian College at Caermarthen, the Roman Catholic College at Oscott, the Wesleyan College at Sheffield, the Baptist College at Bristol, and the Countess of Huntingdon's College at Cheshunt, are among the institutions from which the London University is empowered to receive certificates for degrees: so in India, institutions conducted by all denominations of Christians, Hindoos, Mahomedans, Parsees, Sikhs, Bhuddists, Jains, or any other religious persuasions, may be affiliated to the universities, if they are found to afford the requisite course of study, and can be depended upon for the certificate of conduct which will be required.

29. The detailed regulations for the examination for degrees should be framed with a due regard for all classes of the affiliated institutions;

and we will only observe upon this subject that the standard for common degrees will require to be fixed with very great judgment. There are many persons who well deserve the distinction of an academical degree, as the recognition of a liberal education, who could not hope to obtain it if the examination was as difficult as that for the senior Government scholarships; and the standard required should be such as to command respect without discouraging the efforts of deserving students, which would be a great obstacle to the success of the universities. In the competitions for honors, which, as in the London University, will follow the examinations for degrees, care should be taken to maintain such a standard as will afford a guarantee for high ability and valuable attainments,—the subjects for examination being so selected as to include the best portions of the different schemes of study pursued at the affiliated institutions.

30. It will be advisable to institute, in connection with the universities, professorships for the purpose of the delivery of lectures in various branches of learning, for the acquisition of which, at any rate in an advanced degree, facilities do not now exist in other institutions in India. Law is the most important of these subjects; and it will be for you to consider whether, as was proposed in the plan of the Council of Education to which we have before referred, the attendance upon certain lectures, and the attainment of a degree in law, may not, for the future, be made a qualification for vakeels and moonsiffs, instead of, or in addition to, the present system of examination, which must, however, be continued in places not within easy reach of an university.

31. Civil engineering is another subject of importance, the advantages of which, as a profession, are gradually becoming known to the natives of India; and while we are inclined to believe that instructions of a practical nature, such as is given at the Thomason College of Civil Engineering at Roorkee, is far more useful than any lectures could possibly be, professorships of civil engineering might, perhaps, be attached to the universities, and degrees in civil engineering be included in their general scheme.

32. Other branches of useful learning may suggest themselves to you, in which it might be advisable that lectures should be read, and special degrees given; and it would greatly encourage the cultivation of the vernacular languages of India that professorships should be founded for those languages, and perhaps, also, for Sanskrit, Arabic and Persian. A knowledge of the Sanskrit language, the root of the vernaculars of the greater part of India, is more especially necessary to those who are engaged in the work of composition in those languages; while Arabic, through Persian, is one of the component parts of the Urdu language, which extends over so large a part of Hindoostan, and is, we are informed, capable of considerable development. The grammar of these languages, and their application to the improvement of the spoken languages of the country, are the points to which the attention of these professors should be mainly directed; and there will be an ample field for their labors unconnected with any instruction in the tenets of the Hindoo or Mahomedan religions. We should refuse to sanction any such teaching, as directly opposed to the principles of religious neutrality to which we have always adhered.

33. We desire that you take into your consideration the institution of universities at Calcutta and Bombay, upon the general principles which we have now explained to you, and report to us upon the best method of procedure, with a view to their incorporation by Acts of the Legislative Council of India. The offices of Chancellor and Vice-Chancellor will naturally be filled by persons of high station, who have shown an interest in the cause of education; and it is in connexion with the universities that we propose to avail ourselves of the services of the existing Council of Education at Calcutta and Board of Education at Bombay. We wish to place these gentlemen in a position which will not only mark our sense of the exertions which they have made in furtherance of education, but will give it the benefit of their past experience of the subject. We propose, therefore, that the Council of Education at Calcutta and the Board of Education at Bombay, with some additional members to be named by the Government, shall constitute the Senate of the University at each of those presidencies.

34. The additional members should be so selected as to give to all those who represent the different systems of education which will be carried on in the affiliated institutions—including natives of India of all religious persuasions, who possess the confidence of the native communities—a fair voice in the Senates. We are led to make these remarks, as we observe that the plan of the Council of Education, in 1845, for the constitution of the Senate of the proposed Calcutta University, was not sufficiently comprehensive.

35. We shall be ready to sanction the creation of an university at Madras or in any other part of India, where a sufficient number of institutions exist, from which properly qualified candidates for degrees could be supplied; it being in our opinion advisable that the great centres of European government and civilization in India should possess universities similar in character to those which will now be founded as soon as the extension of a liberal education shows that their establishment would be of advantage to the native communities.

36. Having provided for the general superintendence of education, and for the institution of universities, not so much to be in themselves places of instruction, as to test the value of the education obtained elsewhere, we proceed to consider, *first*, the different classes of colleges and schools, which should be maintained in simultaneous operation, in order to place within the reach of all classes of the natives of India the means of obtaining improved knowledge suited to their several conditions of life; and, *secondly*, the manner in which the most effectual aid may be rendered by Government to each class of educational institutions.

37. The candidates for university degrees will, as we have already explained, be supplied by colleges affiliated to the universities. These will comprise all such institutions as are capable of supplying a sufficiently high order of instruction in the different branches of art and science in which university degrees will be accorded. The Hindoo, Hooghly, Dacca, Kishnaghur and Berhampore Government Anglo-Vernacular Colleges, the Sanskrit College, the Mahomedan Madrissas, and the Medical College, in Bengal; the Elphinstone Institution, the Poonah College, and the Grant Medical College, in Bombay; the Delhi,

Agra, Benares, Bareilly and Thomason Colleges in the North-Western Provinces; Seminaries, such as the Oriental Seminary in Calcutta, which have been established by highly educated natives, a class of places of instruction which we are glad to learn is daily increasing in number and efficiency; those, which, like the Parental Academy, are conducted by East Indians; Bishop's College, the General Assembly's Institution; Dr. Duff's College, the Baptist College at Serampore, and other institutions under the superintendence of different religious bodies and Missionary Societies, will, at once, supply a considerable number of educational establishments, worthy of being affiliated to the universities, and of occupying the highest place in the scale of general instruction.

38. The affiliated institutions will be periodically visited by Government inspectors; and a spirit of honorable rivalry, tending to preserve their efficiency, will be promoted by this, as well as by the competition of their most distinguished students for university honors. Scholarships should be attached to them, to be held by the best students of lower schools; and their scheme of education should provide, in the anglo-vernacular colleges, for a careful cultivation of the vernacular languages; and, in the oriental colleges, for sufficient instruction in the English and vernacular languages, so as to render the studies of each most available for that general diffusion of European knowledge which is the main object of education in India.

39. It is to this class of institutions that the attention of Government has hitherto been principally directed, and they absorb the greater part of the public funds which are now applied to educational purposes. The wise abandonment of the early views with respect to native education, which erroneously pointed to the classical languages of the East as the *media* for imparting European knowledge, together with the small amount of pecuniary aid which, in the then financial condition of India, was at your command, has led, we think, to too exclusive a direction of the efforts of Government towards providing the means of acquiring a very high degree of education for a small number of natives of India, drawn, for the most part, from what we should here call the higher classes.

40. It is well that every opportunity should have been given to those classes for the acquisition of a liberal European education, the effects of which may be expected slowly to pervade the rest of their fellow-countrymen, and to raise, in the end, the educational tone of the whole country. We are, therefore, far from under-rating the importance, or the success, of the efforts which have been made in this direction; but the higher classes are both able and willing in many cases to bear a considerable part at least of the cost of their education; and it is abundantly evident that, in some parts of India, no artificial stimulus is any longer required in order to create a demand for such an education as is conveyed in the Government anglo-vernacular colleges. We have, by the establishment and support of these colleges, pointed out the manner in which a liberal education is to be obtained, and assisted them to a very considerable extent from the public funds. In addition to this, we are now prepared to give, by sanctioning the establishment of universities, full development to the highest course of education to which the natives of

India, or of any other country, can aspire; and besides, by the division of university degrees and distinctions into different branches, the exertions of highly educated men will be directed to the studies which are necessary to success in the various active professions of life. We shall, therefore, have done as much as a Government can do to place the benefits of education plainly and practically before the higher classes in India.

41. Our attention should now be directed to a consideration, if possible, still more important, and one which has been hitherto, we are bound to admit, too much neglected, namely, how useful and practical knowledge, suited to every station in life, may be best conveyed to the great mass of the people, who are utterly incapable of obtaining any education worthy of the name by their own unaided efforts, and we desire to see the active measures of Government more especially directed, for the future, to this object, for the attainment of which we are ready to sanction a considerable increase of expenditure.

42. Schools—whose object should be not to train highly a few youths, but to provide more opportunities than now exist for the acquisition of such an improved education as will make those who possess it more useful members of society in every condition of life—should exist in every district in India. These schools should be subject to constant and careful inspection; and their pupils might be encouraged by scholarships being instituted at other institutions which would be tenable as rewards for merit by the best of their number.

43. We include in this class of institutions those which, like the zillah schools of Bengal, the district Government anglo-vernacular schools of Bombay, and such as have been established by the Rajah of Burdwan and other native gentlemen in different parts of India, use the English language as the chief medium of instruction; as well as others of an inferior order, such as the tehseelee schools in the North-Western Provinces, and the Government vernacular schools in the Bombay presidency, whose object is, however imperfectly it has been as yet carried out, to convey the highest class of instruction which can now be taught through the medium of the vernacular languages.

44. We include these anglo-vernacular and vernacular schools in the same class, because we are unwilling to maintain the broad line of separation which at present exists between schools in which the *media* for imparting instruction differ. The knowledge conveyed is, no doubt, at the present time, much higher in the anglo-vernacular than in the vernacular schools; but the difference will become less marked, and the latter more efficient, as the gradual enrichment of the vernacular languages in works of education allows their schemes of study to be enlarged, and as a more numerous class of school-masters is raised up, able to impart a superior education.

45. It is indispensible, in order fully and efficiently to carry out our views as to these schools, that their masters should possess a knowledge of English in order to acquire, and of the vernaculars so as readily to convey, useful knowledge to their pupils; but we are aware that it is impossible to obtain at present the services of a sufficient number of persons so qualified, and that such a class must be gradually collected and

trained in the manner to which we shall hereafter allude. In the mean time, you must make the best use which is possible of such instruments as are now at your command.

46. Lastly, what have been termed indigenous schools should, by wise encouragement, such as has been given under the system organized by Mr. Thomason in the North-Western Provinces, and which has been carried out in eight districts under the able direction of Mr. H. S. Reid in an eminently practical manner, and with great promise of satisfactory results, be made capable of imparting correct elementary knowledge to the great mass of the people. The most promising pupils of these schools might be rewarded by scholarships in places of education of a superior order.

47. Such a system as this, placed in all its degrees under efficient inspection, beginning with the humblest elementary instruction, and ending with the university test of a liberal education, the best students in each class of schools being encouraged by the aid afforded them towards obtaining a superior education as the reward of merit, by means of such a system of scholarships as we shall have to describe, would, we firmly believe, impart life and energy to education in India, and lead to a gradual, but steady extension of its benefits to all classes of the people.

48. When we consider the vast population of British India, and the sums which are now expended upon educational efforts, which, however successful in themselves, have reached but an insignificant number of those who are of a proper age to receive school instruction, we cannot but be impressed with the almost insuperable difficulties which would attend such an extension of the present system of education by means of colleges and schools entirely supported at the cost of Government, as might be hoped to supply, in any reasonable time, so gigantic a deficiency and to provide adequate means for setting on foot such a system as we have described and desire to see established.

49. Nor is it necessary that we should depend entirely upon the direct efforts of Government. We are glad to recognise an increased desire on the part of the native population not only in the neighbourhood of the great centres of European civilisation, but also, in remoter districts, for the means of obtaining a better education; and we have evidence in many instances of their readiness to give a practical proof of their anxiety in this respect by coming forward with liberal pecuniary contributions. Throughout all ages, learned Hindoos and Mahomedans have devoted themselves to teaching with little other remuneration than a bare subsistence; and munificent bequests have not unfrequently been made for the permanent endowment of educational institutions.

50. At the same time, in so far as the noble exertions of societies of Christians of all denominations to guide the natives of India in the way of religious truth, and to instruct uncivilised races, such as those found in Assam, in the Cossya, Garrow and Rajmehal Hills, and in various districts of Central and Southern India (who are in the lowest condition of ignorance, and are either wholly without a religion, or are the slaves of a degrading and barbarous superstition), have been accom-

panied, in their educational establishments, by the diffusion of improved knowledge, they have largely contributed to the spread of that education which it is our object to promote.

51. The consideration of the impossibility of Government alone doing all that must be done in order to provide adequate means for the education of the natives of India, and of the ready assistance which may be derived from efforts which have hitherto received but little encouragement from the State, has led us to the natural conclusion that the most effectual method of providing for the wants of India in this respect will be to combine with the agency of the Government the aid which may be derived from the exertions and liberality of the educated and wealthy natives of India and of other benevolent persons.

52. We have, therefore, resolved to adopt in India the system of grants-in-aid which has been carried out in this country with very great success; and we confidently anticipate, by thus drawing support from local resources in addition to contributions from the State, a far more rapid progress of education than would follow a mere increase of expenditure by the Government; while it possesses the additional advantage of fostering a spirit of reliance upon local exertions and combination for local purposes, which is of itself of no mean importance to the well-being of a nation.

53. The system of grants-in-aid, which we propose to establish in India, will be based on an entire abstinence from interference with the religious instruction conveyed in the school assisted. Aid will be given (so far as the requirements of each particular district, as compared with others, and the funds at the disposal of Government, may render it possible) to all schools which impart a good secular education, provided that they are under adequate local management (by the term "local management" we understand one or more persons, such as private patrons, voluntary subscribers, or the trustees of endowments, who will undertake the general superintendence of the school, and be answerable for its permanence for some given time); and provided also that their managers consent that the schools shall be subject to Government inspection, and agree to any conditions which may be laid down for the regulation of such grants.

54. It has been found by experience, in this and in other countries, that not only is an entirely gratuitous education valued far less by those who receive it than one for which some payment, however small, is made, but that the payment induces a more regular attendance and greater exertion on the part of the pupils; and, for this reason, as well as because school fees themselves, insignificant as they may be in each individual instance, will in the aggregate, when applied to the support of a better class of masters, become of very considerable importance, we desire that grants-in-aid shall, as a general principle, be made to such schools only (with the exception of normal schools) as require some fee, however small, from their scholars.

55. Careful considerations will be required in framing rules for the administration of the grants; and the same course should be adopted in India which has been pursued with obvious advantage by the Commit-

tee of Council here, namely, to appropriate the grants to *specific objects*, and not (except, perhaps, in the case of normal schools) to apply them in the form of simple contributions in aid of the general expenses of a school. The augmentation of the salaries of the head teachers, and the supply of junior teachers, will probably be found in India, as with us, to be the most important objects to which the grants can ordinarily be appropriated. The foundation, or assistance in the foundation, of scholarships for candidates from lower schools, will also be a proper object for the application of grants-in-aid. In some cases, again, assistance towards erecting or repairing a school, or the provision of an adequate supply of school-books, may be required; but the appropriation of the grant in each particular instance should be regulated by the peculiar circumstances of each school and district.

56. The amount and continuance of the assistance given will depend upon the periodical reports of inspectors, who will be selected with special reference to their possessing the confidence of the native communities. In their periodical inspections, *no notice whatsoever* should be taken by them of the religious doctrines which may be taught in any school; and their duty should be strictly confined to ascertaining whether the secular knowledge conveyed is such as to entitle it to consideration in the distribution of the sum which will be applied to grants-in-aid. They should also assist in the establishment of schools by their advice, wherever they may have opportunities of doing so.

57. We confide the practical adaptation of the general principles we have laid down as to grants-in-aid to your discretion, aided by the educational departments of the different presidencies. In carrying into effect our views, which apply alike to all schools and institutions, whether male or female, anglo-vernacular or vernacular, it is of the greatest importance that the conditions under which schools will be assisted should be clearly and publicly placed before the natives of India. For this purpose Government notifications should be drawn up and promulgated in the different vernacular languages. It may be advisable distinctly to assert in them the principle of perfect religious neutrality on which the grants will be awarded; and care should be taken to avoid holding out expectations which from any cause may be liable to disappointment.

58. There will be little difficulty in the application of this system of grants-in-aid to the higher order of places of instruction in India in which English is at present the medium of education.

59. Grants-in-aid will also at once give assistance to all such anglo-vernacular and vernacular schools as impart a good elementary education; but we fear that the number of this class of schools is at present inconsiderable, and that such as are in existence require great improvement.

60. A more minute and constant local supervision than would accompany the general system of grants-in-aid will be necessary in order to raise the character of the "indigenous schools," which are, at present, not only very inefficient in quality, but of exceedingly precarious duration, as is amply shown by the statistics collected by Mr. Adam in Bengal and

Behar, and from the very important information we have received of late years from the North-Western Provinces. In organising such a system, we cannot do better than to refer you to the manner in which the operations of Mr. Reid have been conducted in the North-Western Provinces, and to the instructions given by him to the zillah and pergunnah visitors, and contained in the appendix to his first report.

61. We desire to see local management under Government inspection and assisted by grants-in-aid taken advantage of wherever it is possible to do so, and that no Government colleges or schools shall be founded, for the future, in any district where a sufficient number of institutions exist, capable, with assistance from the State, of supplying the local demand for education; but, in order fully to carry out the views we have expressed with regard to the adequate provision of schools throughout the country, it will probably be necessary, for some years, to supply the wants of particular parts of India by the establishment, temporary support, and management of places of education of every class in districts where there is little or no prospect of adequate local efforts being made for this purpose, but where, nevertheless, they are urgently required.

62. We look forward to the time when any general system of education entirely provided by Government may be discontinued, with the gradual advance of the system of grants-in-aid, and when many of the existing Government institutions, especially those of the higher order, may be safely closed, or transferred to the management of local bodies under the control of, and aided by, the State. But it is far from our wish to check the spread of education in the slightest degree by the abandonment of a single school to probable decay; and we therefore entirely confide in your discretion, and in that of the different local authorities, while keeping this object steadily in view, to act with caution, and to be guided by special reference to the particular circumstances which affect the demand for education in different parts of India.

63. The system of free and stipendiary scholarships, to which we have already more than once referred as a connecting link between the different grades of educational institutions, will require some revision and extension in carrying out our enlarged educational plans. We wish to see the object proposed by Lord Auckland, in 1839, "of connecting the zillah schools with the central colleges by attaching to the latter scholarships to which the best scholars of the former might be eligible," more fully carried out; and also, as the measures we now propose assume an organised form, that the same system may be adopted with regard to schools of a lower description, and that the best pupils of the inferior schools shall be provided for by means of scholarships in schools of a higher order, so that superior talent in every class may receive that encouragement and development which it deserves. The amount of the stipendiary scholarships should be fixed at such a sum as may be considered sufficient for the maintenance of the holders of them at the colleges or schools to which they are attached, and which may often be at a distance from the home of the students. We think it desirable that this system of scholarships should be carried out, not only in connexion with those places of education which are under the immediate superinten-

Minute, November 24th, 1839, paras. 32 and 33.

dence of the State, but in all educational institutions which will now be brought into our general system.

64. We are, at the same time, of opinion that the expenditure upon existing Government scholarships, other than those to which we have referred, which amounts to a considerable sum, should be gradually reduced, with the requisite regard for the claims of the present holders of them. The encouragement of young men of ability, but of slender means, to pursue their studies, is no doubt both useful and benevolent, and we have no wish to interfere with the private endowments which have been devoted to so laudable an object, or to withdraw the additions which may have been made by us to any such endowments. But the funds at the disposal of Government are limited, and we doubt the expediency of applying them to the encouragement of the acquisition of learning by means of stipends which not only far exceed the cost of the maintenance of the student, but in many cases are above what he could reasonably expect to gain on entering the public service, or any of the active professions of life.

65. We shall, however, offer encouragement to education which will tend to more practical results than those scholarships. By giving to persons who possess an aptness for teaching, as well as the requisite standard of acquirements, and who are willing to devote themselves to the profession of school-master, moderate monthly allowances for their support during the time which it may be requisite for them to pass in normal schools, or classes, in order to acquire the necessary training, we shall assist many deserving students to qualify themselves for a career of practical usefulness, and one which will secure them an honorable competence through life. We are also of opinion that admission to places of instruction, which, like the Medical and Engineering Colleges, are maintained by the State for the purpose of educating persons for special employment under Government, might be made the rewards of industry and ability, and thus supply a practical encouragement to general education, similar to that which will be afforded by the educational service.

66. The establishment of universities will offer considerable further inducements for the attainment of high proficiency, and thus supply the place of the present senior scholarships, with this additional advantage, that a greater number of subjects, in which distinction can be gained, will be offered to the choice of students than can be comprised in one uniform examination for a scholarship, and that their studies will thus be practically directed into channels which will aid them in the different professions of life which they may afterwards adopt.

67. In England, when systematic attempts began to be made for the improvement of education, one of the chief defects was found to be the insufficient number of qualified school-masters and the imperfect method of teaching which prevailed. This led to the foundation of normal and model schools for the training of masters, and the exemplification of the best methods for the organisation, discipline and instruction of elementary schools. This deficiency has been the more palpably felt in India, as the difficulty of finding persons properly educated for the work of tuition is greater; and we desire to see the establishment, with as little delay as possible, of training schools and classes for masters in each Presidency in India. It will probably be found that some of the existing

institutions may be adapted, wholly or partially, to this purpose, with less difficulty than would attend the establishment of entirely new schools.

68. We cannot do better than refer you to the plan which has been adopted in Great Britain for this object, and which appears to us to be capable of easy adaptation to India. It mainly consists, as you will perceive on reference to the minutes of the Committee of Council, copies of which we enclose, in the selection and stipend of pupil-teachers (awarding a small payment to the masters of the schools in which they are employed for their instruction out of school hours); their ultimate removal, if they prove worthy, to normal schools; the issue to them of certificates on the completion of their training in those normal schools; and in securing to them a sufficient salary when they are afterwards employed as school-masters. This system should be carried out in India, both in the Government colleges and schools, and, by means of grants-in-aid, in all institutions which are brought under Government inspection. The amount of the stipends to pupil-teachers and students at normal schools should be fixed with great care. The former should receive moderate allowances rather above the sums which they would earn if they left school, and the stipends to the latter should be regulated by the same principle which we have laid down with respect to scholarships.

69. You will be called upon, in carrying these measures into effect, to take into consideration the position and prospects of the numerous classes of natives of India who are ready to undertake the important duty of educating their fellow-countrymen. The late extension of the pension regulations of 1831 to the educational service may require to be adapted to the revised regulations in this respect; and our wish is that the profession of school-master may, for the future, afford inducements to the natives of India such as are held out in other branches of the public service. The provision of such a class of school-masters as we wish to see must be a work of time; and, in encouraging the "indigenous schools," our present aim should be to improve the teachers whom we find in possession, and to take care not to provoke the hostility of this class of persons, whose influence is so great over the minds of the lower classes by superseding them where it is possible to avoid it. They should, moreover, be encouraged to attend the normal schools and classes which may hereafter be instituted for this class of teachers.

70. Equal in importance to the training of school-masters is the provision of vernacular school-books, which shall provide European information to be the object of study in the lower classes of schools. Something has, no doubt, been done of late years towards this end, but more still remains to be done; and we believe that deficiencies might be readily and speedily supplied by the adoption of a course recommended by Mr. M. Elphinstone in 1825, namely—"That the best translations of particular books, or the best elementary treatises in specified languages, should be advertised for and liberally rewarded."

71. The aim should be, in compilations and original compositions (to quote from one of Mr. Adam's valuable reports upon the state of education in Bengal), "not to translate European works into the words and idioms of the native languages, but so to combine the substance of European knowledge with native forms of thought and sentiment as

to render the school-books useful and attractive." We also refer with pleasure upon this point to some valuable observations by Mr. Reid, in his report which we have quoted before, more especially as regards instruction in geography. It is obvious that the local peculiarities of different parts of India render it necessary that the class-books in each should be especially adapted to the feelings, sympathies and history of the people; and we will only further remark upon this subject that the Oriental Colleges, besides generally tending, as we have before observed, to the enrichment of the vernacular languages, may, we think, be made of great use in the translation of scientific works into those languages, as has already been done to some extent in the Delhi, Benares and Poonah Colleges.

Report, 1850-51, paras. 298-308.

72. We have always been of opinion that the spread of education in India will produce a greater efficiency in all branches of administration by enabling you to obtain the services of intelligent and trustworthy persons in every department of Government; and, on the other hand, we believe that the numerous vacancies of different kinds which have constantly to be filled up, may afford a great stimulus to education. The first object must be to select persons properly qualified to fill these situations; secondary to this is the consideration how far they may be so distributed as to encourage popular education.

73. The resolutions of our Governor General in Council of the 10th of October 1844 gave a general preference to well-educated over uneducated men in the admissions to the public service. We perceive with much satisfaction from returns which we have recently received of the persons appointed since that year in the Revenue Department of Bengal, as well as from the educational reports from different parts of India, that a very considerable number of educated men have been employed under Government of late years; and we understand that it is often not so much the want of Government employment as the want of properly qualified persons to be employed by Government, which is felt at the present time, in many parts of India.

74. We shall not enter upon the causes which, as we foresaw, have led to the failure of that part of the resolutions which provided for the annual submission to Government of lists of meritorious students. It is sufficient for our present purpose to observe that no more than 46 persons have been gazetted in Bengal up to this time, all of whom were students in the Government colleges. In the last year for which we have returns (1852), only two persons were so distinguished; and we can readily believe, with the Secretary to the Board of Revenue in Bengal, that young men, who have passed a difficult examination in the highest branches of philosophy and mathematics, are naturally disinclined to accept such employment as persons who intend to make the public service their profession must necessarily commence with.

Letter of 6th April 1852, with returns in Revenue Department, Bengal.

75. The necessity for any such lists will be done away with by the establishment of universities, as the acquisition of a degree, and still more the attainment of university distinctions, will bring highly educated young men under the notice of Government. The resolutions in question

will, therefore, require revisions so as to adapt them practically to carry out our views upon this subject. What we desire is that, where the other qualifications of the candidates for appointments under Government are equal, a person who has received a good education irrespective of the place or manner in which it may have been acquired, should be preferred to one who has not; and that, even in lower situations, a man who can read and write be preferred to one who cannot, if he is equally eligible in other respects.

76. We also approve of the institution of examinations where practicable, to be simply and entirely tests of the fitness of candidates for the special duties of the various departments in which they are seeking employment, as has been the case in the Bombay presidency. We confidently commit the encouragement of educated, in preference to uneducated, men to the different officers who are responsible for their selection; and we cannot interfere by any further regulations to fetter their free choice in a matter of which they bear the sole responsibility.

77. We are sanguine enough to believe that some effect has already been produced by the improved education of the public service of India. The ability and integrity of a large and increasing number of the native judges, to whom the greater part of the civil jurisdiction in India is now committed, and the high estimation in which many among them are held by their fellow-countrymen, is, in our opinion, much to be attributed to the progress of education among these officers, and to their adoption along with it of that high moral tone which pervades the general literature of Europe. Nor is it among the higher officers alone that we have direct evidence of the advantage which the public derives from the employment of educated men. We quote from the last report of the Dacca College with particular satisfaction, as we are aware that much of the happiness of the people of India depends upon the honesty of the officers of Police:—"The best possible evidence has been furnished," say the local committee, "that some of the ex-students of the College of Dacca have completely succeeded in the arduous office of darogah." Krishna Chunder Dutt, employed as a darogah under the Magistrate of Howrah, in particular, is recommended for promotion, as having gained the respect and applause of all classes, who, though they may not practise, yet know how to admire, real honesty and integrity of purpose.

Report on Public Instruction, Bengal, 1851-52, page 72.

78. But however large the number of appointments under Government may be, the views of the natives of India should be directed to the far wider and more important sphere of usefulness and advantage which a liberal education lays open to them; and such practical benefits arising from improved knowledge should be constantly impressed upon them by those who know their feelings and have influence or authority to advise or direct their efforts. We refer, as an example in this respect, with mingled pleasure and regret, to the eloquent addresses delivered by the late Mr. Bethune, when President of the Council of Education, to the students of the Kishnaghur and Dacca Colleges.

79. There are some other points connected with the general subject of education in India upon which we will now briefly remark. We have

always regarded with special interest those educational institutions which have been directed towards training up the natives of India to particular professions, both with a view to their useful employment in the public service, and to enable them to pursue active and profitable occupations in life. The medical colleges in different parts of India have proved that, in despite of difficulties which appeared at first sight to be insurmountable, the highest attainments in medicine and surgery are within the reach of educated natives of India: we shall be ready to aid in the establishment and support of such places of instruction as the medical colleges of Calcutta and Bombay in other parts of India. We have already alluded to the manner in which students should be supplied to these colleges, as well as to those for the training of civil engineers.

80. The success of the Thomason College of Civil Engineering at Roorkee has shown that, for the purpose of training up persons capable of carrying out the great works which are in progress under Government throughout India, and to qualify the natives of India for the exercise of a profession which, now that the system of railways and public works is being rapidly extended, will afford an opening for a very large number of persons, it is expedient that similar places for practical instruction in civil engineering should be established in other parts of India, and especially in the presidency of Madras, where works of irrigation are so essential, not only to the prosperity of the country, but to the very existence of the people in times of drought and scarcity. The subject has been prominently brought under your notice in the recent reports of the Public Works Commissioners for the different presidencies, and we trust that immediate measures will be taken to supply a deficiency which is, at present, but too apparent.

81. We may notice, in connexion with these two classes of institutions of an essentially practical character, the schools of industry and design, which have been set on foot from time to time in different parts of India. We have lately received a very encouraging report of that established by Dr. Hunter in Madras, and we have also been informed that Sir Jamsetjee Jeejeebhoy, with his accustomed munificence, has offered to lay out a very considerable sum upon a like school in Bombay. Such institutions as these will, in the end, be self-supporting; but we are ready to assist in their establishment by grants-in-aid for the supply of models, and other assistance which they may advantageously derive from the increased attention which has been paid of late years to such subjects in this country. We enclose you the copy of a report which we have received from Mr. Redgrave upon the progress of the Madras school, which may prove of great value in guiding the efforts of the promoters of any similar institutions which may hereafter be established in India. We have also perceived with satisfaction that the attention of the Council of Education in Calcutta has been lately directed to the subject of attaching to each zillah school the means of teaching practical agriculture; for there is, as Dr. Mouat most truly observes, "no single advantage that could be afforded to the vast rural population of India that would equal the introduction of an improved system of agriculture."

Report on Public Instruction, Bengal, 1851-52, Appendix page clxxi.

82. The increasing desire of the Mahomedan population to acquire European knowledge has given us much satisfaction. We perceive that the Council of Education of Bengal has this subject under consideration, and we shall receive with favor any proposition which may appear to you to be likely to supply the wants of so large a portion of the natives of India.

83. The importance of female education in India cannot be over-rated; and we have observed with pleasure the evidence which is now afforded of an increased desire on the part of many of the natives of India to give a good education to their daughters. By this means a far greater proportional impulse is imparted to the educational and moral tone of the people than by the education of men. We have already observed that schools for females are included among those to which grants-in-aid may be given; and we cannot refrain from expressing our cordial sympathy with the efforts which are being made in this direction.

Report on Public Instruction, Bengal, 1849-50, page 2.

Our Governor General in Council has declared, in a communication to the Government of Bengal, that the Government ought to give to native female education in India its frank and cordial support; in this we heartily concur, and we especially approve of the bestowal of marks of honor upon such native gentlemen as Rao Bahádur Magaubhái Karramchand, who devoted Rs. 20,000 to the foundation of two native female schools in Ahmedabad, as by such means our desire for the extension of female education becomes generally known.

84. Considerable misapprehension appears to exist as to our views with respect to religious instruction in the Government institutions. Those institutions were founded for the benefit of the whole population of India; and, in order to effect their object, it was, and is, indispensible that the education conveyed in them should be exclusively secular. The Bible is, we understand, placed in the libraries of the colleges and schools, and the pupils are able freely to consult it. This is as it should be; and, moreover, we have no desire to prevent, or discourage, any explanations which the pupils may, of their own free will, ask from the masters upon the subject of the Christian religion, provided that such information be given out of school hours. Such instruction being entirely voluntary on both sides, it is necessary, in order to prevent the slightest suspicion of an intention on our part to make use of the influence of Government for the purpose of proselytism, that no notice shall be taken of it by the inspectors in their periodical visits.

85. Having now finished the sketch that we proposed to give of the scheme for the encouragement of education in India, which we desire to see gradually brought into operation, we proceed to make some observations upon the state of education in the several presidencies, and to point out the parts of our general plan which are most deficient in each.

86. In Bengal, education, through the medium of the English language, has arrived at a higher point than in any other part of India. We are glad to receive constant evidence of an increasing demand for such an education, and of the readiness of the natives of different districts to exert themselves for the sake of obtaining it. There are now five Government anglo-vernacular colleges; and zillah schools have

been established in nearly every district. We confidently expect that the introduction of the system of grants-in-aid will very largely increase the number of schools of a superior order; and we hope that, before long, sufficient provision may be found to exist in many parts of the country for the education of the middle and higher classes, independent of the Government institutions, which may then be closed, as has been already the case in Burdwan, in consequence of the enlightened conduct of the Rajah of Burdwan, or they may be transferred to local management.

87. Very little has, however, been hitherto done in Bengal for the education of the mass of the people, especially for their instruction through the medium of the vernacular languages. A few vernacular schools were founded by Government in 1844, of which only 33 now remain, with 1,400 pupils, and, upon their transfer in April 1852, from the charge of the Board of Revenue to that of the Council of Education, it appeared that "they were in a languishing state and had not fulfilled the expectations formed on their establishment."

88. We have perused, with considerable interest, the report of Mr. Robinson, Inspector of the Assam schools, of which there appear to be 74, with upwards of 3,000 pupils. Mr. Robinson's suggestions for the improvement of the system under which they are managed appear to us to be worthy of consideration, and to approach very nearly to the principle upon which vernacular education has been encouraged in the North-Western Provinces. We shall be prepared to sanction such measures as you may approve of to carry out Mr. Robinson's views.

89. But the attention of the Government of Bengal should be seriously directed to the consideration of some plan for the encouragement of indigenous schools and for the education of the lower classes; which, like that of Mr. Thomason in the North-Western Provinces, may bring the benefits of education practically before them, and assist and direct their efforts. We are aware that the object held out by the Government of Agra to induce the agricultural classes to improve their education does not exist in Bengal; but we cannot doubt that there may be found other similar solid advantages attending elementary knowledge, which can be plainly and practically made apparent to the understandings and interests of the lower classes of Bengal.

90. We perceive that the scheme of study pursued in the Oriental Colleges of Bengal is under the consideration of the Council of Education, and it appears that they are in an unsatisfactory condition. We have already sufficiently indicated our views as to those colleges, and we should be glad to see them placed upon such a footing as may make them of greater practical utility. The points which you have referred to us, in your letter of the 5th of May, relative to the establishment of a Presidency College in Calcutta, will form the subject of a separate communication.

91. In the North-Western Provinces the demand for education is so limited by circumstances fully detailed by the Lieutenant Governor in one of his early reports, that it will probably be long before private

efforts will become energetic enough to supply the place of the establishment, support and management by Government, of places of instruction of the highest grade, where there may be a sufficient reason for their institution.

92. At the same time, the system for the promotion of general education throughout the country, by means of the inspection and encouragement of indigenous schools, has laid the foundation of a great advancement in the education of the lower classes. Mr. Thomason ascertained, from statistical information, the lamentable state of ignorance in which the people were sunk, while the registration of land, which is necessary under the revenue settlement of the North-Western Provinces, appeared to him to offer the stimulus of a direct interest for the acquisition of so much knowledge, at least of reading and writing, of the simple rules of arithmetic, and of land measurement, as would enable each man to look after his own rights.

93. He, therefore, organised a system of encouragement of indigenous schools, by means of a constant inspection by zillah and pergunnah visitors, under the superintendence of a visitor-general; while, at the head quarters of each tehsildar, a school was established for the purpose of teaching "reading and writing the vernacular languages, both Urdu and Hindi accounts, and the mensuration of land." A school house is provided by Government, and the masters of the tehsili schools receive a small salary, and are further entitled to the tuition fees paid by the pupils, of whom none are educated gratuitously, except "on recommendation given by village schoolmasters who may be on the visitor's list." A certain sum is annually allotted to each zillah for the reward of deserving teachers and scholars; and the attention of the visitor-general was expressly directed to the preparation of elementary school books in the vernacular language, which are sold through the agency of the zillah and the pergunnah visitors. We shall be prepared to sanction the gradual extension of some such system as this to the other districts of the Agra presidency, and we have already referred to it as the model by which the efforts of other presidencies for the same object should be guided.

94. In the presidency of Bombay the character of the education conveyed in the anglo-vernacular colleges is almost, if not quite, equal to that in Bengal: and the Elphinstone Institution is an instance of a college conducted in the main upon the principle of grant-in-aid, which we desire to see more extensively carried out. Considerable attention has also been paid in Bombay to education through the medium of the vernacular languages. It appears that 216 vernacular schools are under the management of the Board of Education, and that the number of pupils attending them is more than 12,000. There are three inspectors of the district schools, one of whom (Mahadeo Govind Shastri) is a native of India. The schools are reported to be improving, and masters trained in the Government colleges have been recently appointed to some of them with the happiest effects. These results are very creditable to the presidency of Bombay; and we trust that each Government school will now be made a centre from which the indigenous schools of the adjacent districts may be inspected and encouraged.

95. As the new revenue settlement is extended in the Bombay presidency, there will, we apprehend, be found an inducement precisely similar to that which has been taken advantage of by Mr. Thomason, to make it the interest of the agricultural classes to acquire so much knowledge as will enable them to check the returns of the village accountants. We have learnt with satisfaction that the subject of gradually making some educational qualification necessary to the confirmation these hereditary officers is under the consideration of the Government of Bombay, and that a practical educational test is now insisted upon for persons employed in many offices under Government.

96. In Madras, where little has yet been done by Government to promote the education of the mass of the people, we can only remark with satisfaction that the educational efforts of Christian missionaries have been more successful among the Tamil population than in any other part of India; and that the presidency of Madras offers a fair field for the adoption of our scheme of education in its integrity, by founding Government anglo-vernacular institutions only where no such places of instruction at present exist, which might, by grants-in-aid and other assistance, adequately supply the educational wants of the people. We also perceive with satisfaction that Mr. Daniel Elliot, in a recent and most able minute upon the subject of education, has stated that Mr. Thomason's plan for the encouragement of indigenous schools might readily be introduced into the Madras presidency, where the riotwari settlement offers a similar practical inducement to the people for the acquisition of elementary knowledge.

97. We have now concluded the observations which we think it is necessary to address to you upon the subject of the education of the natives of India. We have declared that our object is to extend European knowledge throughout all classes of the people. We have shown that this object must be effected by means of the English language in the higher branches of instruction, and by that of the vernacular languages of India to the great mass of the people. We have directed such a system of general superintendence and inspection by Government to be established as will, if properly carried out, give efficiency and uniformity to your efforts. We propose by the institution of universities to provide the highest test and encouragement of a liberal education. By sanctioning grants-in-aid of private efforts, we hope to call to the assistance of Government private exertions and private liberality. The higher classes will now be gradually called upon to depend more upon themselves; and your attention has been more especially directed to the education of the middle and lower classes, both by the establishment of fitting schools for this purpose, and by means of a careful encouragement of the native schools which exist, and have existed from time immemorial, in every village, and none of which perhaps cannot, in some degree, be made available to the end we have in view. We have noticed some particular points connected with education, and we have reviewed the condition of the different presidencies in this respect, with a desire to point out what should be imitated, and what is wanting, in each.

98. We have only to add, in conclusion, that we commit this subject to you with a sincere belief that you will cordially co-operate with us

in endeavouring to effect the great object we have in hand, and that we desire it should be authoritatively communicated to the principal officers of every district in India, that henceforth they are to consider it to be an important part of their duty, not only in that social intercourse with the natives of India, which we always learn with pleasure that they maintain, but also with all the influence of their high position, to aid in the extension of education, and to support the inspectors of schools by every means in their power.

99. We believe that the measures we have determined upon are calculated to extend the benefits of education throughout India; but, at the same time, we must add that we are not sanguine enough to expect any sudden, or even speedy, results to follow from their adoption. To imbue a vast and ignorant population with a general desire for knowledge, and to take advantage of that desire when excited to improve the means for diffusing education amongst them, must be a work of many years; which, by the blessing of Divine Providence, may largely conduce to the moral and intellectual improvement of the mass of the natives of India.

100. As a Government, we can do no more than direct the efforts of the people, and aid them wherever they appear to require most assistance. The result depends more upon them than upon us; and although we are fully aware that the measures we have now adopted will involve in the end a much larger expenditure upon education from the revenues of India, or, in other words, from the taxation of the people of India, than is at present so applied, we are convinced, with Sir Thomas Munro, in words used many years since, that any expense which may be incurred for this object "will be amply re-paid by the improvement of the country; for the general diffusion of knowledge is inseparably followed by more orderly habits, by increasing industry, by a taste for the comforts of life, by exertion to acquire them, and by the growing prosperity of the people."

ABSTRACT

OF

DESPATCH FROM THE COURT OF DIRECTORS, No. 49, DATED 19TH JULY 1854.

Paras. 1 to 4. Dwell on the importance of the subject of education as a blessing to the natives of India and a sacred duty on the part of the British Government.

" 5 & 6. Have watched the results of various systems of education pursued in India, and have had before them information derived not only from official authorities, but from parties unconnected with the Government.

" 7 & 10. The education to be desired is, the diffusion of European knowledge through all classes of the people, of such a character as may be practically useful in their different spheres of life.

" 8 & 9. Remarks on oriental learning as good for historical and antiquarian purposes, the study of Hindoo and Mahomedan law and the cultivation and improvement of the vernacular languages. Would not therefore diminish the opportunities now afforded in special institutions for the study of Sanskrit, Arabic and Persian literature, but these are merely auxiliaries, and cannot be considered as any adequate foundation for a general scheme of Indian education.

" 11 to 14. The English and vernacular languages to be the media for the diffusion of European knowledge,—the English language in the higher branches of instruction, and the vernaculars for the great mass of the people;—the two languages to be cultivated together in all the higher schools.

" 15 to 17. An Educational Department to be created in the several presidencies, and an officer to be appointed for each presidency and Lieutenant Governorship, specially charged with the management of business connected with education, and to be immediately responsible to Government for its conduct.

" 18 & 19. Inspectors to be appointed who will report periodically upon the state of colleges and schools supported or aided by Government; they will conduct or assist at the examinations and afford advice to the managers and schoolmasters. The reports of the examiners to be embodied in the annual reports of the heads of the Educational Department, which should be transmitted to the Court together with statistical returns and other information relating to education.

Para. 20. Will direct the Governments of Madras and Bombay to make provisional arrangements for the superintendence and inspection of education, subject to sanction of the Supreme Government. The Lieutenant Governors of Bengal and Agra to be similarly instructed, and provision to be made for the non-regulation Provinces. Proceedings in this matter to be early reported.

" 21. The first heads of the Educational Department and some of the Inspectors, to be civil servants; but the offices are not to be considered as necessarily to be filled by members of that service. Europeans or natives, who may be appointed, should be well paid.

Paras. 22 & 23. Proceed to sketch out the general scheme. Government to modify particular measures to adapt them to particular parts of India.

" 24 & 36. Universities to be established which shall test and encourage a liberal course of education by conferring academical degrees in arts and sciences, and adding marks of honor for those who may desire to compete for honorary distinction.

" 25 & 26. The Universities to be on the model of the London University, and to consist of a Chancellor, Vice-Chancellor and Fellows who will consitute a senate. The senates to have the management of the funds and to frame regulations, subject to Government approval, for conducting periodical examinations in the branches of art and science, by examiners selected from their own body or nominated by them.

Para. 27. The Universities will, after examination, confer degrees upon persons entering as candidates and producing from any of the affiliated institutions certificates of conduct and proficiency. Some mode of entrance examination to be adopted which will obviate personal attendance at the university,—such attendance to be required only at the final examination.

" 28. The examinations will not include any subjects connected with religious belief. Institutions connected with any religious persuasion, are eligible to be affiliated to the universities.

" 29. The regulations for the examination for degrees should be framed with a due regard for all classes of the affiliated institutions. The standard for common degrees will recognise a liberal education,—that for honors, will guarantee high ability and valuable attainments.

Paras. 30 to 32. Professorships to be instituted in connection with the universities for the delivery of lectures,—law and civil engineering in particular. Government to consider whether the attainment of a degree in law, may not be made a qualification for vakeels and moonsiffs. Professorships may also be founded for the vernaculars and for Sanscrit, Arabic and Persian.

" 33 & 34. Government to take into consideration the establishment of universities at Calcutta and Bombay, and report on their incorporation by a legislative act; the offices of Chancellor and Vice-Chancellor to be filled by persons of high station. The Council of Education at Calcutta and the Board of Education at Bombay, to constitute the senate of the university at each of those places. New members, including natives, may be added to the senate so as to represent the different systems of education in the affiliated institutions.

Para. 35. Will be prepared to sanction the creation of an university at Madras, or in any other part of India, if the state of education there requires it.

" 37. Name institutions which may be affiliated to the universities and which will furnish candidates for degrees.

" 38. The affiliated institutions will be periodically visited by Government Inspectors. Scholarships to be attached to them, and their scheme of education should include English and vernaculars.

Paras. 39 to 41. Recur to past schemes of education, *viz.*, the classical languages of the east as the media for imparting European knowledge and the selection of the higher classes of natives as the subjects of education, and point out that the attention of Government should in future be specially directed to the great mass of the people for whose education the Court are prepared to sanction a liberal expenditure.

Para. 42. Schools to be opened in every district, to be subject to constant and careful inspection, and to be encouraged by the offer of scholarships as rewards.

Paras. 43 & 44. 46 & 47. Notice zillah, indigenous and other schools in Bengal, Agra and Bombay, where education is given in English or the vernaculars, and to which encouragement should be afforded.

Para. 45. Masters of all district, zillah and other schools should possess a knowledge of English to acquire, and of the vernaculars, to convey, useful knowledge. Such a class of masters, if not obtainable, to be collected and trained.

Paras. 48 to 51. Impossibility of Government providing means for the education of all India. Notice voluntary efforts on the part of individuals and missionary and other societies, and determine the expediency of combining with the agency of Government, the aid of educated and wealthy natives and other benevolent persons.

" 52 to 54. The system of grants-in-aid to be adopted without any reference to the question of religious instruction, provided a good secular education is imparted, and the school be under local management, and the managers consent to receive the visits of Government Inspectors; such grants will not, however, with the exception of normal schools, be extended to schools which do not require the payment of a fee from their scholars.

Paras. 55 & 56. Rules to be framed for the administration of grants, which should be for specific objects, except in the case of normal schools, such as the pay of teachers, the foundation of scholarships, the erection or repair of school-houses, or the supply of books,—the amount and continuance of the aid will depend upon the periodical reports of the inspectors, who shall never enquire about the religious doctrines taught.

„ 57 to 59. Grants-in-aid may be afforded to all schools, male or female, anglo-vernacular or vernacular, and the condition of the grant should be promulgated by notification in the vernacular languages, the principle of religious neutrality being distinctly stated. There will be no difficulty in the application of grants to the higher institutions in which English is taught.

Para. 60. The character of indigenous schools should be raised. Draw attention to Mr. Reid's instructions to zillah and pergunnah visitors, contained in the appendix to his first report.

„ 61. No Government colleges or schools to be founded in districts where institutions exist, capable, with the aid of Government, of supplying the local demand for education.

„ 62. Look to the time when the existing Government institutions, especially those of the higher order, may be closed or transferred to local bodies aided by Government. Until then, no single school should be left to decay.

Paras. 63 & 64. The system of free and stipendiary scholarships to be revised and extended. Advert to Lord Auckland's scheme of 1839, for connecting the zillah schools with the central colleges by means of scholarships, and would adopt the same system between schools of a lower and superior order. Scholarships should be maintained at a sufficient sum, and the present expenditure on Government stipendiary scholarships should be reduced gradually.

„ 65 & 66. Notice the practical effect of the new scheme above the former one of encouraging students by means of stipends.

„ 67 & 68. Training of school masters. Normal schools. Allowances to be made to pupil teachers and students.

Para. 69. The pension regulations of 1831, lately extended to the educational service, to be made applicable to native school masters. Enjoin special care in conciliating the teachers of indigenous schools who should be encouraged to attend normal schools.

Paras. 70 & 71. Provision of vernacular school books. Recommend Mr. Elphinstone's plan of advertising, by the offer of rewards, for the best translations and elementary vernacular treatises. Refer also to Mr. Adam's and Mr. Reid's observations as regards translations.

„ 72 to 76. Advert to the partial failure of the Government resolution of October 1844, and suggest its being revised with reference to the new scheme of education. The test will now be a good education, irrespective of the place or manner in which it may have been acquired. It will no longer be necessary to require annual lists of meritorious students, university degrees being the passport to Government employ. Examinations may, however, be instituted to ascertain the fitness of persons for particular employment, and preference should always be given to educated over uneducated men even in the lowest offices.

„ 77 & 78. Notice with satisfaction the fruits, already apparent, of an improved education in the class employed as native judges and as officers of police, and desire that the native mind be directed beyond mere Government employ to wider and more important spheres of usefulness among their countrymen.

Para. 79. Express readiness to aid in the establishment and support of Medical Colleges, as at Calcutta and Bombay, in other parts of India.

„ 80. Civil Engineering Colleges, like that at Roorkee, to be established in other parts of India, especially at Madras, where works of irrigation are essential.

Para. 81. Grants-in-aid may be given for the establishment of schools of industry and design. Notice Dr. Hunter's school at Madras, and Sir Jamsetjee Jeejeebhoy's projected institution at Bombay; also Dr. Mouat's proposition to attach to each zillah school a branch for teaching practical agriculture.

" 82. Promise support to any proposition for encouraging Mahomedans to acquire European knowledge.

" 83. Express sympathy with the efforts made for extending female education in India.

" 84. Education in Government institutions should be exclusively secular. The Bible may be placed in the libraries of Government colleges and schools, and explanations on the Christian religion may be given by the teachers out of school hours, such explanations being voluntary on both sides, and the inspectors to take no notice of them in their visits.

" 85. Proceed to notice the state of education in the several presidencies.

Paras. 86 to 90. *Bengal.*—The growing demand for English learning is very gratifying. Trust that a superior order of schools may soon spring up for the higher and middle classes, which will enable Government, as in Burdwan, to close its own institutions, or to transfer them to local management. Notice the low state of the vernacular schools, and direct measures to be taken for placing the education of the lower classes on as efficient a footing as in the North-Western provinces. Advert to the report of Mr. Robinson of Assam, whose various suggestions for the improvement of the schools in that province are approved. The oriental colleges in Bengal should be placed on a footing to make them practically useful. Will write hereafter on the question of establishing a presidency college.

" 91 to 93. *North-Western Provinces.*—The demand for education being very limited, Government institutions, especially of the higher grade, must, for some time, be continued and maintained. Notice Mr. Thomason's efforts for the encouragement of indigenous schools in certain districts. Are prepared to sanction the gradual extension of the system to the remaining districts of these provinces. The system is an excellent model for the other presidencies.

" 94 & 95. *Bombay.*—The Elphinstone Institution is an instance of a college conducted upon the principle of grant-in-aid. As much attention has been paid in Bombay as in Bengal to anglo-vernacular, and considerably more, to vernacular education. Each Government school should be made a centre from which indigenous schools of the adjacent districts may be inspected and encouraged. The extension of the revenue settlement in the Bombay Presidency may be taken advantage of to induce the agricultural classes to acquire a knowledge of reading, writing and accounts. Are glad to find that an educational test has been introduced for employés in Government offices, and that it is in contemplation to make education a qualification for the confirmation of hereditary offices.

Para. 96. *Madras.*—Little has been done by Government to promote the education of the masses. Notice the efforts of Christian Missionaries among the Tamil population, and Mr. D. Elliot's minute on introducing into Madras Mr. Thomason's plan of encouraging indigenous schools.

" 97. Recapitulate the principal heads of the despatch.

Paras. 98 to 100. Government to co-operate in carrying out the object in hand, and the principal officers in every district to be directed to consider it an important duty to aid in the diffusion of education, and to support the Inspectors of Schools. The work is a great one, and will require many years for its accomplishment. Government can do no more than guide and aid the efforts of the people. The measures to be now adopted will involve a large expenditure from the revenues of India; but the expense will be amply re-paid by the improvement of the country and the prosperity of its inhabitants.

II.

From the Court of Directors of the East India Company, to the Government of India, Public Department,—(No. 62, dated 13th September 1854.)

Letter No. 29, dated 5th May 1854.

PARA. 1. This letter refers to a scheme for the establishment of a Presidency College at Calcutta, prepared by the Council of Education, adopted by the late Governor of Bengal, and strongly recommended for our sanction by your Government.

2. The scheme originated in a proposal by the Council of Education for throwing open the Hindoo College to all classes of the community, irrespective of religious differences. Certain objections, however, to that course were pointed out by the Governor in a minute conceived in a comprehensive and liberal spirit, and his lordship having indicated the mode in which the object might be accomplished, referred the subject for the further consideration of the Council. The difficulties arising from the peculiar circumstances of the Hindoo College having been removed by the voluntary act of the native hereditary and elected Governors of that institution, the Council were enabled to submit a scheme by which the principal portion of the Hindoo College establishment was made available for the formation of a general Presidency College, while at the same time all proper consideration was shown for the special claims of the Hindoo community.

3. Before proceeding further we desire to express our entire approval of your intention to commemorate the connexion of the founders of the Hindoo College with the progress of learning in India by suitable inscriptions, either in the Hindoo College itself, or in the proposed Presidency College, as well as by the allotment of the funds which remain of the original donations to the foundation of scholarships to be held by Hindoos at the Presidency College. We would, however, suggest that it would be of greater benefit to the Hindoo community, and as much in accordance with the views of the original donors, were some at least of these scholarships to be open to Hindoo competitors, educated at other seminaries of Calcutta or its vicinity and not confined to the students of the Hindoo College.

Twenty-four in number of Rs. 10 per month each.

4. The following are the main features of the scheme for the establishment of the new Presidency College.

The college, which will be open to persons of all castes and creeds, is to combine with a general course of education, special courses of medicine, engineering and law; admission is to be by examination, excepting from other Government institutions, whose certificates are to be accepted in lieu of an examination.

Free scholarships are to be founded tenable at the Presidency College from the Government schools and colleges in the country, in order to encourage those who are specially worthy of it to prosecute their studies

in the manner most beneficial to themselves and to the community at large. Other scholarships to be awarded in the college itself.

It is proposed also that examinations should be held, and diplomas awarded, on the completion of the different courses of study.

A building is to be erected at a cost roughly estimated at six lakhs, which sum includes the amount which must have been spent in the erection of a new Medical College.

5. The Presidency College being founded on this basis, and having absorbed the establishment hitherto attached to the senior department of the Hindoo College, will, in conjunction with the other Government educational institutions in Calcutta, effectually provide, in the words of the Governor General, "that sound instruction both in elementary knowledge, in the higher branches of learning and in that peculiar oriental learning, which is cultivated by the great sects of Hindoos and Mussulmans respectively."

6. We have much satisfaction in expressing our approval, in its main features, of the plan of which we have now taken a brief review, and we proceed to notice a few points which will require to be borne in mind, in order that the scheme may harmonize with the directions on the subject of education contained in our general despatch dated the 19th July (No. 49) 1854.

7. The building of the Presidency College should be so arranged as to afford space for such buildings or apartments as may be required for the transaction of the business of the Calcutta University and for holding the University examinations.

8. The engineering, law and other professorships attached to the college, will obviate the necessity of founding such professorships in connexion with the University, and the functions of the latter will be confined to its normal object, *viz.*, that of examining candidates and conferring degrees and distinctions.

9. The Presidency College might hold examinations, confer prizes, make as public as possible the names of its distinguished pupils, and take any other means which may seem advisable to stimulate their exertions and reward their success. But the power of granting diplomas or degrees should be confined to the University, so that students from the Presidency College shall have no advantage, as regards examinations for degrees and distinctions, over those belonging to the other institutions affiliated to the University.

10. It is proposed, we observe, that the legal and civil engineering courses of study should be arranged so, that neither of them may be conveniently entered upon by a student quitting the general course after he has passed his second year, or by any one from the provinces or elsewhere, not previously a student of the Presidency College who passes a senior scholarship examination and pays the entrance fee. We do not consider that the benefit of admission to those practical courses should be limited to youths who have obtained "high distinction" in a general course of study, but that it should be open to all who possess sufficient general knowledge to enable them to enter upon the studies of the special course with advantage. We desire that the test be framed on this principle.

11. In accordance with the general plan for native education laid down in our despatch already referred to, free scholarships, tenable at the Presidency College similar to those proposed to be allotted to the Government institutions, might, subject to the same examinations, be assigned to any other educational establishments in the neighbourhood of Calcutta, whose managers may desire it, and which may appear to be deserving of such encouragement.

12. The observations of the Council of education are very decided upon the absolute necessity of giving a more practical turn to the instruction which is at present imparted in the higher educational institutions of Government. In their opinion it is one of the greatest defects of the system now pursued in India that it does little to educate the students for the more practical business of life, more especially in the physical departments, whilst there is probably no country in the world where the usefulness of this branch of instruction would be so much felt as in India.

13. We trust that the scheme of study to be pursued in the Presidency College will tend to remedy this defect. It is evident that the natives of India can acquire eminence in practical professions,—they have done so in those of medicine and surgery,—and a course of civil engineering will open to them a new profession of the same practical character, and in which it is now most desirable that there should be a supply of well-educated young men to take part in the extensive public works which are, and will soon be, in course of execution. The Board of Education make the important suggestion that the " best reward for the most proficient students in the civil engineering department would be admission into the public service on a footing somewhat corresponding with that of sub-assistant surgeons," and it is, on the other hand, desirable that the theoretical instruction which such students may obtain in college should be accompanied by practical training with a view to their subsequent employment in the public service.

14. Our sentiments with regard to scholarships were fully expressed in the despatch already referred to. In accordance with them, no addition to the funds, which have hitherto been applied to scholarships at the Hindoo College, would seem, for the present at least, to be necessary for instituting scholarships at the Presidency College, except those which may be open to students from other institutions, and those which may be annexed to the departments of medicine and civil engineering.

15. Other points of detail we leave with confidence to be carried out by the Lieutenant Governor of Bengal, and we have only to state that we shall take measures for obtaining the services of a competent Professor of Natural Philosophy and Geology to be attached to the college, on the terms proposed by the Council of Education.

16. In conclusion we consider that great credit is due to the Council of Education for the clear and practical scheme prepared by them for giving effect to the views of the late Governor of Bengal, and we anticipate with great satisfaction the formation of an institution which we may expect, when it has been for some time in vigorous operation, to confer great moral and intellectual benefits upon the natives of the presidency of Bengal.

III.

From the Court of Directors of the East India Company, to the Government of India,—(No. 43, dated 18th April 1855.)

PARA. 1. We now reply to your letters dated the 20th October (No. 88) and 27th October (No. 91) 1854, in the first of which you forward correspondence relating to the extension of education in the Punjab, and in the second, acknowledge the receipt of our despatch on the subject of general education, dated 19th July (No. 49) 1854.

2. We regret that in the despatch referred to, we should have omitted to notice the judicious measures which had been taken by you to provide for the extension of indigenous schools in Bengal, Behar, the North-Western Provinces and the Punjab. You observe with justice that we were informed of those measures by your letter of the 4th of November 1853, No. 79. That letter was, however, not included in the mass of documents of various kinds relating to the state of education to which we then referred, and we were subsequently glad to find that you had anticipated our instructions in this respect.

3. It is highly gratifying to us that in the opinion of the Chief Commissioner "the people of the Punjab have a real desire for education, and would willingly second the efforts of the Government for the promotion of educational measures." The Judicial Commissioner describes the upper classes as displaying intelligence and inquisitiveness in respect to Asiatic learning and European science. "The agricultural classes, though uncouth, are," he says, "less apathetic and less illiterate in their tastes than might have been expected. The village accountants display a skill not surpassed, and often not equalled, in Hindoostan. The working classes evince a considerable aptitude in mechanical art, and on the whole the Punjab is ripe for the introduction of an educational scheme."

4. It is unnecessary for us to observe upon the details of the measures proposed by the Chief Commissioner, as you are already in possession of our views upon the subject, which coincide entirely with his recommendations, and we have authorized you to carry them into effect. We observe that Mr. Montgomery recommended the establishment of a school for every circle of villages or "hulka" by means of voluntary subscriptions. It appears to us that this suggestion may, if judiciously carried out, greatly aid the development of the scheme, and we shall be anxious to observe what success it has met with in the North-Western Provinces, where it has already been partially tried.

5. We are glad to perceive from the information given by Mr. Macleod that in the Trans-Sutlej States there exist schools which may, with advantage, be assisted by grants-in-aid.

6. The observations made by Mr. Grant upon the subject of grants-in-aid have not escaped our attention. Although we have deliberately arrived at the conclusion that such grants are not inconsistent with

religious neutrality, and have accordingly sanctioned their introduction, we fully appreciate the necessity which exists for the exercise of great caution in setting on foot a system which may possibly be open to misconstruction, and we fully confide in your discretion and care in framing the practical rules by which the grants will be distributed.

7. The suggestions of Mr. Montgomery, Mr. Macleod, and Mr. Raikes, with regard to the publication of a vernacular periodical for the purpose of conveying to the agricultural population interesting and useful information of various kinds, appear to us to be well worthy of your notice, and we cordially concur with Mr. Macleod that it would be very desirable to lead and encourage the mass of the people to a better acquaintance with the principles of the British administration.

8. With regard to the language to be employed in the proposed periodical and in the Government schools of the Punjab, it appears to us that Mr. Macleod's opinion that "there is no reason to perpetuate the Punjabee, or even check its [illegible]nce, at the expense of the superior Hindoostanee by means of an [illegible]cational system," is well worthy of your attention, not only with reference to the Punjab, but also to other provinces of which the vernacular language is rude, and wholly or almost exclusively confined to colloquial use, as we believe to be the case in Sind and elsewhere. It would confer a great benefit upon the people of India generally, if gradually and without any steps calculated to offend local feelings or prejudices, but solely through the medium of the measures now in operation or contemplated for the improvement of education, Oordoo-Hindoostanee could be made familiar, in the first instance, to the educated classes, and through them, as would certainly follow, to the great body of the people, to the eventual supersession of inferior local dialects.

9. The attention which has been paid to the subject of education in the Punjab has given us sincere pleasure. We beg that you will communicate to the Chief Commissioner, to Mr. Montgomery, to Mr. Macleod, and to the other officers generally, our warmest thanks for their exertions. That those gentlemen have, amidst their other arduous and more pressing duties, been able to direct so large a portion of their attention to the promotion of education, affords to us fresh evidence of their energy and zeal, and of their desire to identify themselves with the feelings and interests of the people committed to their charge. The soundness of the conclusions to which they have arrived gives us, moreover, the best ground for anticipating that the success which they so justly merit will follow their exertions, and that the Punjab will present to the world a signal example of the benefits which British rule confers upon the natives of India.

10. We are glad to learn that you have been engaged in preparing measures for carrying out the extended system of education which we have sanctioned. Those measures necessarily require mature consideration; we place full reliance upon your judgment, and feel perfect confidence that you will continue to pay that earnest attention to the extension of education which has so constantly been shown by your Government, and which the great importance of the subject deserves.

IV.

From the Court of Directors of the East India Company, to the Government of India,—(No. 47, dated 2nd May 1855.)

Letter No. 70, dated 1*st September* 1854.

PARA. 1. In this letter you submit, with reference to the accompanying correspondence with the Government of Bengal, a recommendation for the establishment of "a college of civil engineering in Calcutta, for the practical and theoretical instruction of persons to be employed in the public service independent of the mathematical and engineering instruction to be given generally to all parties in the proposed new Presidency College."

2. We have, as you are aware, always taken a warm interest in the establishment and progress of the Thomason College of Engineering at Roorkee, and have recently sanctioned the establishment of similar institutions at Madras and Bombay. We are of opinion that the object of affording to all grades the means of acquiring a sound practical and theoretical knowledge of engineering in all its branches is far more likely to be attained through the means of a separate institution than in the mode proposed by Mr. Grant, of combining a scientific course at the Presidency College with practical instruction at various detached working establishments in Calcutta. We accordingly authorize you to frame a scheme for a college of civil engineers on the combined plan of the Thomason College at Roorkee, and Captain Maitland's school at Madras, submitting the same for our final sanction.

3. In consequence of this resolution it will be unnecessary that instruction in civil engineering should form any part of the course of instruction at the "Presidency College," but examiners will of course be attached to the university for the purpose of testing the attainments of those who may present themselves as candidates for honors and distinctions in this branch of study.

V.

From the Court of Directors of the East India Company, to the Government of India,—(No. 65, dated 27th June 1855).

Letter No. 7, dated 26th January 1855.

PARA. 1. In this letter you report to us the preliminary measures you have adopted for carrying into effect our instructions of the 19th July 1854, for the extension and improvement of general education in India.

2. These measures have reference to the machinery for managing the Department of Education, the establishment of universities, and the institution of a system of "grants-in-aid."

3. Under the first head you have resolved that a Director General shall be appointed in each of the divisions of the Bengal presidency, and in each of the presidencies of Madras and Bombay, under whose superintendence the Department of Education shall be placed, and that to this office shall be assigned a salary varying with the standing of the individual nominated to it, but not to exceed Rs. 3,000 per mensem. An officer, of course, on a lower salary, will also be appointed to superintend education in the Punjab, and provision is made for the appointment of a limited number of inspectors throughout India, on salaries varying from Rs. 500 to Rs. 1,200 per mensem. We approve your proceedings on this point.

4. With regard to the universities some misapprehension has arisen in consequence of the terms of the 33rd paragraph of our despatch, in which (our sentiments as to the objects and functions of those institutions having previously been fully declared) we stated our "desire that you take into your consideration the institution of universities at Calcutta and Bombay, on the general principles which we have now explained to you, and report to us on the best method of procedure with a view to their incorporation by Acts of the Legislative Council of India."

5. You correctly remark that the direction here given is somewhat inconsistent with the tenor of other parts of our despatch, in which our intention was indicated that you should proceed to organize the universities concurrently with giving effect to the other measures enjoined by us. You have not, however, acted on this apparent intention, but have postponed the preparation of a Legislative Act pending our further orders, having, in the mean time, delegated to the gentlemen designed to form the Senate of the future University of Calcutta, the task of forming a scheme for the establishment of universities at the presidency towns of Calcutta, Madras, and Bombay.

6. When our despatch of the 19th July 1854 was first written, some doubt was entertained as to the authority from whom the Act of Incorporation for the universities should properly proceed, and it was thought necessary that your opinion on the point should be submitted to us before any formal steps could be taken. On our being satisfied that the Act ought to be passed by the Legislature of India, the paragraph relating to it was only partially altered, and thus the discrepancy arose

which left you in doubt as to our meaning. We are of opinion that all the measures necessary for the constitution of the universities should, in the first instance, proceed directly from your Government, and we accordingly authorize you to proceed in the matter in such a way as may seem best to you, without further reference to us. We would only remark that we approve your intention that the universities at the different presidencies should be formed on the same general *basis*, leaving it to the Senates of the several universities to form the detailed rules, with such variations as local circumstances may render advisable.

7. As regards the system of "grants-in-aid" you have decided that when the rules under which the system shall be carried out shall have been approved by you, the local Governments shall not be restricted in carrying it out by the rules which require all items of expense to be submitted for the sanction of the Government of India. It has not yet been decided in what way the total expenditure on these grants shall ultimately be limited; but for the present the local Governments have been authorized to make additional grants, not exceeding in the aggregate five per cent. on the total amount expended on the direct educational operations of Government in their respective territories. Your resolutions on this head have our approval.

8. We regret to observe that the system of pupil-teachers, recommended in the 68th paragraph of our letter of the 19th of July 1854, is, in your opinion, inapplicable to India; but we still wish that the trial should be made, and we hope that experience will eventually justify the general introduction of the system.

9. There is nothing further in the proceedings now submitted to us which calls for remark.

VI.

From the Court of Directors of the East India Company, to the Government of India,—(No. 72, dated 18th July 1855.)

PARA. 1. We now reply to the letters of the late Governor, and of the Lieutenant Governor of Bengal, dated in 1854, relating to education.

4. Letter dated 3rd July (No. 33) 1854, para. 3, 3rd November (No. 45) 1854, paras. 3 & 4. Appointment of an examiner and arrangement made for the examination of the students of the Medical College.

5. The new rules seem to have been well considered, and to be calculated to give that more practical character to the examinations which was thought desirable, and which the great extension of the operations of the college has now rendered practicable.

6. The result of the establishment of the Bengalee class of students as exhibited in the first examination seems very satisfactory.

8. Also para. 5 of letter dated 29th December (No. 55) 1854: statements of the actual receipts and disbursements of the Education Department for the years 1851-52 and 1852-53.

10. We observe that the amount actually expended under the authority of Government for purposes of education in the Lower Provinces amounted in these years to Rs. 5,11,035-14-5 and Rs. 5,16,521-9-9 respectively.

9. Also paras. 7, 10 and 12 of letter dated 3rd July (No. 33) 1854, and para. 10 of letter dated 29th December (No. 55) 1854. Establishment of new zillah and other schools, and additions to the establishment of existing schools sanctioned.

11. The sanction given in the cases here reported seems to have been proper.

Letter dated 3rd July (No. 33) 1854.

4. Also extract para. 16 of letter dated 4th December (No. 47) 1854. Grants of Rs. 50 per mensem sanctioned respectively for the secular instruction of the people in the Cossyah and Jynteeah Hills, through the instrumentality of the Revd. Mr. Lewis, a Missionary in those districts, and

17. In the position of the people, for whose benefit these grants were sanctioned, their recovery from their abject state of ignorance could not be effected by the ordinary means at the disposal of the Government. We accordingly entirely approve the assistance afforded to Messrs. Lewis and Hesselmeier in the prose-

for that of the Cacharese of Durrung through the Revd. C. H. Hesselmeier, Missionary at Tezpore.

cution of their exemplary labors in promoting education, on the understanding stated by the late Governor of Bengal, that the grants are to be applied strictly to the promotion of secular instruction in the several schools.

5. The Council of Education vested, on certain conditions, with authority to expend zillah school fees on the entertainment of additional masters in those schools and for increasing their efficiency in other ways.

18. Approved.

Letter dated 3rd *November* (No. 45) 1854.

2. Para. 6 of letter dated 29th December (No. 55) 1854. Arrangements for the discharge of the duties of Secretary to the Council of Education and Government Book Agent, and for the management of the Medical College on the departure of Dr. Mouat on leave of absence to Europe.

26. The appointment of an officer to the combined duties of Secretary to the Council of Education and Government Book Agent requires no remark, as that arrangement has now been superseded by the measures for the reorganization of the Education Department consequent on our despatch dated 19th July (No 49) 1854.

27. We approve the change in the constitution of the Medical College Council involved in the appointment of a Principal, who shall reside at the college, and be charged, in lieu of the Secretary as heretofore, with the maintenance of discipline among the students. We hope that the alteration will be found to promote still further the efficiency of the most valuable institution.

28. We desire to state our entire concurrence in the sentiments expressed by the Council of Education and by the Government of Bengal as to the valuable services rendered by Dr. Mouat, both in the management of the Medical College and in the promotion and improvement of general education.

Letter dated 4th December (No. 47) 1854.

13. Measures for the establishment of public libraries and reading-rooms in some of the districts under the presidency of Bengal.

33. We attach much importance to libraries and reading-rooms in connexion with measures for the promotion of education, andwe approve the assistance which you are prepared to afford to local efforts for their establishment. We have read with regret the statements of Mr. Samuells with regard to the state of education in Cuttack, which, added to the want of books in the Ooryah language, renders it useless to attempt the formation of libraries and reading-rooms in that province.

34. The liberal conduct of Kowar Anund Nath Roy, in building and endowing a public library at Bauleah at an expense of Rs. 12,000 and an annual rent charge in perpetuity of Rs. 300, very properly received the warm acknowledgments of the Lieutenant Governor.

Letter dated 29th December (No. 55) 1854.

11. Items of expenditure reported, which had been sanctioned during the quarter under review.

41. The various items of expenditure here reported seem to have been properly sanctioned. It is satisfactory to find that the opening of the Presidency (late the Hindoo) College to all castes and creeds has been followed by such an increase of applicants for admission among "orthodox Hindoos" that it has been found necessary to appoint additional masters.

42. We approve the provision which has been made for the maintenance and education of boys from Burmah to be hereafter trained at the Medical College for practice in their own country.

VII.

From the Court of Directors of the East India Company, to the Government of India,—(No. 96, dated 1st October 1856.)

PARA. 1. We now reply to the under-mentioned narratives of the proceedings of the Lieutenant Governor of Bengal relating to education:—

Narrative, dated	5th March	(No. 2)	1855, para.	7.
" "	30th "	(No. 6)	"	
" "	4th July	(No. 15)	"	
" "	13th "	(No. 17)	"	paras. 24 to 31.
" "	17th Sept.	(No. 24)	"	para. 10.
" "	" "	(No. 26)	"	
" "	29th "	(No. 28)	"	para. 9.
" "	" "	(No. 30)	"	
" "	6th Nov.	(No. 36)	"	

Narrative, dated 5th March (No. 2) 1855.

29th September (No. 28) 1855, para. 9.

Proceedings relating to the establishment of public libraries and reading-rooms at various stations and to the assistance afforded to them by Government.

2. We have already signified our approval of encouragement and assistance being afforded to the promoters of public libraries. We desire to be furnished with a statement of the places in the two divisions of the Bengal presidency and the Punjab where public libraries have been established, and of the assistance which has been given by Government towards their establishment.

Narrative, dated 30th March (No. 6) 1855.

3. Sketch statements of the receipts and disbursements of the Education Department for the year 1853-54.

5. The total expenditure under the authority of Government on education in the Lower Provinces in 1853-54 amounted, after deduction of the sum of Rs. 50,000 invested in Government Securities, to Rs. 6,25,792;

	Rs.
Presidency College and Schools ...	2,82,285
Mofussil do. do. ...	3,43,507
Rs. ...	6,25,792

the amount expended in 1852-53 having been Rs. 5,16,521. This increase has our approval, as we have no reason to doubt that it is the result of increased activity in the

work of education, even before the issue of our recent orders for the systematic extension of your educational operations.

7. Small items of expenditure sanctioned in quarter under review.

7. We approve of the English school at Gowalpara, which had been established and was previously maintained by private subscription, having been constituted a Government school, and of the contribution which you have sanctioned towards its funds with the view of rendering it more efficient. But it is still more important that you should organize a system of vernacular schools in the district in lieu of the schools here reported to have been abolished.

8. Reports on the progress and prospects of education in the Chyebassa and Patna districts.

4. A moulvee appointed to the Arrah Government school for the purpose of teaching the Persian and Arabic languages.

11. The state of education in Patna appears to be more satisfactory than elsewhere, and it is highly gratifying that the native members of the local committee were the originators of the movement by which a real stimulus was given to measures for its promotion in that populous city.

12. It seems to be the opinion of the committee that the time has arrived when a central college for the province of Behar may with advantage be instituted, and an address prepared by the committee has been circulated among the zemindars and other influential persons of the province, inviting their co-operation for the purpose. When "the native community shall have expressed their desire for the establishment of the college by raising by subscription a sufficient fund to erect a suitable building," the Government may safely proceed to organize it. In the mean time, it appears from the letter of the local committee of Patna, which gives an interesting account of the feeling of the different classes in

that district, with regard to education, that instruction in Persian and Arabic is almost essential to the success of the schools, and the testimony of the local committee of Arrah is very similar with regard to that district. In the measures for the promotion of education throughout Behar and other parts of India similarly circumstanced, due attention should be paid to these and any other feelings and circumstances which may, in the opinion of the local authorities, call for a modification of the principles acted on in other parts of the presidency. We think that the measures, which have been so advantageously employed for the advancement of education by the Patna Committee, should be made more generally known. We observe that one of the measures, to which the committee attribute much of their success, was the admission into the school, for a short period, of pupils of more mature age than the rules strictly allow, and perhaps the advantages of such a measure, as well as those of teaching Persian and Arabic, might be further extended. Success in rendering your system of education in India generally popular and enduring will chiefly depend upon your enlisting the sympathies of the really influential classes. It is therefore desirable that the people should be enabled to feel that you do not depreciate their own literature.

5 & 6. A petition from certain inhabitants of the district of Sarun, praying for the establishment of vernacular schools in their zillah, was referred to the Acting Judge, from whose report it appeared that it was not considered to express the feelings of the people generally.

13. We regret the petition forwarded by Kessub Lall Ghose did not represent, as he stated, the sentiments of the majority of the inhabitants of Sarun for the establishment of vernacular schools. The question of the want of another Persian teacher in the Sarun school might be considered with reference to our remarks in paragraph 12.

Items of expenditure authorised in quarters under report, including additions to the establishments of certain schools and the cost of school buildings.

17. The proceedings here reported do not, for the most part, call for remark. In sanctioning a revision of the establishment of the Colootollah Branch School, the Government appears to have authorized a further contribution from the Education Fund to meet the increase of expense. It does not seem that this was required, or asked for, the amount previously granted with the school-fees being considerably more than sufficient to defray all the expenses of the school, even after the revision of the establishment.

Narrative, dated 17th September (No. 26) 1855.

1 to 3. Also para. 12 of narrative No. 30 of 1855. Arrangements regarding the formation of a Department of Public Instruction in Bengal division.

20. These arrangements are in general accordance with the plan for the formation of a Department of Education, which has already received our sanction. In addition to the Director of Public Instruction and four Inspectors of Schools in Bengal, as provided for in the plan above referred to, you have sanctioned the employment of 40 Sub-Inspectors, as well as the entertainment of a moderate office establishment for all the above officers. The expense of the department, as thus constituted, exclusive of travelling allowances, will be Rs. 12,678 per mensem; but the arrangement has been sanctioned for one year only, at the end of which time a report on its working is to be submitted to your Government.

10. An assortment of chemicals and apparatus sanctioned for the school at Baraset, with a view to simple instruction in agricultural chemistry being afforded by the Sub-Assistant Surgeon of the station to the agricultural class at the school.

24. Approved.

14. Also para. 14 of narrative No. 36 of 1855.

The Bengalee school (*patshalla*) formerly attached to the Hindoo College placed under the supervision of Pundit Eshwar Chunder Surma, Principal of the Sanscrit College, with a view to its being brought into the condition of a model school; a normal school subsequently established in connection with the *patshalla*, under the charge of Eshwar Chunder, at a cost of Rs. 500 per mensem.

26. This transfer seems to have been in every respect a proper arrangement, and we approve the sanction given to the establishment of a normal school under the management of the able and energetic Principal of the Sanscrit College. We rely on a strict examination of candidates for admission into the normal school, and on the adoption of some such measures as were proposed by Pundit Eshwar Chunder for securing the services of the trained pupils in the Department of Education for a stated period.

4 to 6. The scholarship scheme of the Presidency College so far modified that students holding scholarships in the general branch and those holding them in the special branches of law or civil engineering shall be on an equal footing as regards the total amount receivable in the two years for which the scholarships are held in the general branch, and in the three years for which they are held in the special branches.

32. The proposal of the Principal, that students joining the law branch of study should forfeit the scholarships previously awarded to them, was very properly negatived.

33. We observe, however, that while that proposal did not at all apply to the civil engineering branch, the modified plan which has been sanctioned reduces the emoluments of scholarship-holders in both the law and civil engineering branches. We are disposed to think that as regards the latter branch, for which no particular preference seems to be entertained notwithstanding its more superior emoluments, it would have been better to allow the students to draw the full amount fixed for scholarships generally, but with an intimation that the same should cease in two years (the limits prescribed in the general branch), unless on an examination at the end of that period, they should come up to a certain prescribed standard in their peculiar course of study. By making the continuance of the scholarship allowance for the concluding year of the course dependent on the sustained exertions of the student, a stimulus to diligence would be afforded, which seems to be wanting in the existing arrangement.

7 & 8. An application by the committee of management of the Hindoo Metropolitan College, that distinguished students should not be obliged to quit that college on obtaining Presidency College scholarships was negatived, as inconsistent with the principle on which the scholarships were founded.

34. Approved.

9. The business of the Government Book Agency transferred to the Calcutta School Book Society on the terms offered by the Society, by which a direct saving of Rs. 109 per mensem, exclusive of the salary of the book agent, has been effected.

35. This seems a judicious and economical arrangement.

11. Notification issued under the sanction of the Lieutenant Governor regarding the preference to be given to persons who can read and write in making appointments to subordinate offices in the mofussil.

37. Under the terms of this notification, ability to read and write his own vernacular language is to be absolutely required in any nominee to an appointment worth more than Rs. 6 per mensem, and the rule can be suspended only by Government, or some authority directly empowered by Government; as regards still lower offices, a preference is to be given to persons who can read and write, but it is left to the officers appointing to determine the cases in which these qualifications may be dispensed with. The above rules must not be allowed to interfere unduly with the discretion of the officers, with whom rests the right of appointment to subordinate offices, and on this understanding we approve the notice which has been issued, and shall look with interest for the result.

Narrative, dated 6th November (*No.* 36) 1855.

1. Certain papers on educational subjects noticed, as requiring no remark.

41. Mr. Gordon Young is of opinion that the system of hulkabundee or circuit schools, the operation of which is exhibited in the interesting letters of Mr. H. S. Reid, is not at present applicable to

Bengal, and that, in fact, a larger contribution may be expected from voluntary subscriptions and the payments of the scholars, than would be raised by the levy of such a school-rate as exists in many districts of the North-Western Provinces. It certainly seems desirable that the course adopted after full consideration for promoting popular education in Bengal should have a fair trial; at the same time, as it may hereafter prove desirable to adopt in whole or in part, the system introduced in the North-Western Provinces, we approve the desire expressed by Mr. Young to be kept fully informed of its progress and of the success which may attend it.

8. The establishment of eight vernacular schools in each of the three districts of Dinagepore, Bogra and Rungpore, sanctioned at a total cost of Rs. 480 per mensem, as well as a model school at Mahigunge near the station of Rungpore.

47. The state of education in these districts seems, from the report of Mr. Robinson, to be peculiarly backward, few, if any, schools of any description existing except at the sudder stations. We approve, therefore, as a commencement, the establishment of the schools proposed by the Director of Public Instruction.

16 & 17. Grant of Rs. 50 and Rs. 30 per mensem made respectively to a boys' and a girls' school established by a native gentleman, formerly a senior scholarship-holder at the Hindoo College at Balee in zillah Howrah, the grant being conditional on the contribution of similar sums by subscription or by the gratuitous services of the proprietor.

53. We highly appreciate the services of Baboo Chunder Churn Surjee, in establishing these schools, and should approve the grant to him of such reasonable assistance as was consistent with the general rules under which the grants-in-aid are to be administered. So far, however, as appears from the correspondence, the school, though aided by private subscriptions, is under the exclusive management of the conductor or "proprietor," as he is termed, and there seems therefore a want of the efficient local management and security for permanence which are required in schools receiving grants from Government. We desire that explanation may be furnished on this point.

54. We may add that according to Mr. Pratt's statement, the total proposed expenses of the boys' school, including Rs. 100 as remuneration for the teaching which is now performed gratuitously, amount to Rs. 158 per mensem, while the expected income from fees amounted to Rs. 100. The Government grant of Rs. 50 per mensem will thus leave only Rs. 8 to be supplied by private benevolence, which would seem in this way, though contrary to your intention, to be superseded by Government assistance.

55. We sanction for the present the exemption of girls' schools from the rule under which the levy of a school fee is a necessary condition of any school receiving a grant from Government.

VIII.

From the Court of Directors of the East India Company, to the Government of India,—(No. 35, dated 18th February 1857.)

PARA. 1. We now reply to your education letters, Nos. 1 to 20 of 1856.

Education Letter, dated 17th January (No. 2) 1856.

Forwarding correspondence with the Government of Bengal, and reporting the grant of a special allowance of Rs. 350 per mensem towards the support of the School of Industrial Art at Calcutta.

3. We attach much importance to schools of this description, the objects of which, as observed by the committee, are "the development of new sources of wealth, the introduction of the practical arts necessary to higher civilization, and the cultivation of those forms of industry which are more peculiarly fitted to excite the faculties of taste and inventiveness among the people of India." We agree with you that, for the present at least, the School of Industrial Art at Calcutta should be left in the hands of the gentlemen who, with commendable zeal and liberality, have established and hitherto supported it. On the other hand, being of opinion that the school does not come within the category of those contemplated by the rules for regulating "grants-in-aid," we approve the special allowance of Rs. 350 per mensem which you have made towards its support.

4. We observe that satisfactory testimony is borne by Mr. Gordon Young, the Director of Public Instruction, to the operations of the school. The information respecting it, however, is very scanty, and we desire to be furnished with further particulars as to the plan on which it is conducted and as to the results hitherto obtained.

Education Letter, dated 25th January (No. 4) 1856.

Also letter dated 11th March (No. 10) 1856.

Appointment of Mr. William Delafield Arnold, as Director of Public Instruction in the Punjab, on a salary of Rs. 1,000, subsequently increased to Rs. 1,200 per mensem.

6. We approve the appointment of Mr. Arnold to the charge of the Department of Education in the Punjab; but we do not think that the change in his position consequent on his retirement from our military service was in itself a sufficient reason for the increase of his salary from Rs. 1,000 to Rs. 1,200.

Education Letter, dated 29th January (No. 5) 1856.

The organization, experimentally, of sixty circles of schools in some of the districts under the Inspector of Education for Eastern Bengal sanctioned at a maximum aggregate expense of Rs. 1,500 per mensem.

7. The plan of Mr. Woodrow for the improvement of the indigenous vernacular schools in his division is based on the retention of the existing schools, which are, however, to be formed into circles, to each of which a teacher of a higher class is to be appointed, who shall afford instruction to the upper boys in each school, superior to that which the *gooroomohashoy*, or village master, is competent to impart. The *gooroomohashoys* are to be conciliated by pecuniary rewards of small amount, proportioned to the number of boys of certain specified standards of attainment, who may be found in their respective schools; and the tendency of the boys to leave school at an early age is to be overcome by small gratuities to those boys remaining at school, who may possess a certain specified amount of knowledge in various branches of study.

8. We approve Mr. Woodrow's desire to make the utmost possible use of existing means of education, and to avoid, as much as possible, the supersession of the former teachers of indigenous schools, which seem, notwithstanding the small amount of instruction which they afford, to have naturally a considerable hold on the minds of the people. It is hoped by Mr. Woodrow, and

seems not improbable from the resul
of the limited experiment whi
has already been made, that the pla
may have the effect of stimulatin
the conductors of indigenous schoo
the *gooroomohashoys,* to self-im-
provement; and on the whole w
agree with you in thinking th
scheme well deserving of a trial o
an enlarged scale, and according
approve the sanction given to th
recommendations of the Beng
Government.

Education Letter, dated 31*st January* (*No.* 6) 1856.

10. We observe that the Lieu
nant Governor of the North-We
Provinces repeats the apprehens
which he had previously expres
as to the effect of the rule requir
that, in all schools receiving gra
in-aid, a fee shall be required fr
the pupils. It is stated in the let
of Mr. Muir "all the valuable
dependent institutions for instr
tion within the limits of this G
vernment are primarily for missio
purposes; and it is a fundame
principle of missionary establi
ments, that the benefits of relig
and secular knowledge should
communicated gratuitously to chi
ren of the lower and indig
classes. This principle is dire
in conflict with that which has b
prescribed in the instructions
received on the subject, and it w
be a matter of much concern
from discordant views on su
minor point, the opportunity of
complishing the great ends for w
the plan of grants-in-aid is desi
should be lost or in any ma
degree delayed."

11. We feel bound to main
the principle laid down in our
patch of the 19th July 1854,
"as a general principle," the a
Government shall be afforded

those schools only, where some fee, however small, is demanded from the pupils. At the same time we should, equally with Mr. Colvin, lament the failure of the attempt to bring into extended operation the system of grants-in-aid, to which we attach the greatest importance as an auxiliary to the direct measures of our Governments in India, for the extension and improvement of general education. We do not, however, anticipate such a result, and it will be sufficient to consider the measures to be taken to meet the exigency should it hereafter arise.

Education Letter, dated 1*st February* (*No.* 7) 1856.

In continuation of letter No. 12 of 1855, regarding a scheme of vernacular education for Bengal, forwarding correspondence with the Lieutenant Governor relating to the establishment of eighteen model schools in different districts.

12. These model schools having been established in pursuance of a general plan which has already received our approval, these proceedings call for no remark except the expression of our satisfaction that the scheme is in progress of actual execution.

Education Letter, dated 19*th February* (*No.* 8) 1856.

Submitting, for Court's orders, the question of the appointment of clergymen to the Department of Education.

13. We are not prepared to authorize any relaxation of the general orders issued by us in 1842, prohibiting the employment of clergymen in connexion with education in India. We have relaxed, under special circumstances, the strict observance of the rule at Bombay, and we have recently engaged a clergyman for one of the professorships at the Elphinstone Institution. It is our desire, however, that this appointment, as well as that of the Revd. Dr. Anderson, to which you refer in your letter, may be regarded as exceptional, and that it be understood that the rule of exclusion is to be maintained.

Education Letter, dated 28th February (No. 9) 1856.

Transmitting a proposal, submitted by the Lieutenant Governor of the North-Western Provinces, for procuring from England ten qualified masters for the colleges and schools of those provinces, on salaries varying from Rs. 200 to Rs. 300 per mensem.

14. We authorized Mr. Reid, while on furlough, to take steps for procuring the number of English masters applied for, but while complying with this requisition, we must direct that, for the future, only those youths be admitted into any English class in a Government college, whose industry and intelligence afford promise of rewarding the pains to be bestowed on their education.

Education Letter, dated 26th March (No. 12) 1856.

In compliance with the recommendation of the Lieutenant Governor of Bengal, have authorized for Europeans employed in the Education Department, who have been educated in Europe, a pecuniary reward of Rs. 300 with a certificate for passing the examination test in the Bengalee and Hindustanee languages appointed for Junior Civil Servants, and a reward of Rs. 500 with a certificate of high proficiency on passing a higher standard of qualification, the power of conversing being also necessary for either reward.

17. It is essential to the full efficiency of all who are engaged in the work of education, that they should be acquainted with the language of those among whom they labor. We approve, therefore, the rewards which you have sanctioned to the officers of the Department of Education in Bengal for the acquisition of the native languages, and are of opinion that the plan should be extended to the other presidencies.

18. We shall require from all the individuals, whom we may hereafter send out for employment in the Educational Department, an engagement that they will qualify in one at least of the native languages, within a year after their arrival in India.

Education Letter, dated 31st March (No. 13) 1856.

Referring, for Court's orders, a claim by Dr. H. Halleur to salary at the rate of Rs. 250 per mensem for the period (15 days) between his arrival at Calcutta and his appointment to a professorship at the Presidency College.

19. You have correctly understood the terms of our engagement with Dr. Halleur. In consideration of a free passage to India, he undertook to place himself at your disposal for employment in the Department of Education, on a minimum salary of Rs. 250 per mensem, in the event of his services being required. Under this arrangement he was clearly not entitled to any allowance till his employment under your orders actually commenced.

Education Letter, dated 31st March (No. 14) 1856.

Transmitting correspondence with the Lieutenant Governor of the North-Western Provinces, relative to a proposed modification of the plan on which scholarships are given, and the employment of a more numerous and better qualified class of junior masters in the English Department of the colleges and schools in the North-Western Provinces.

20. It appears that "an inferiority and laxity of instruction in the younger classes of the English Department is considered by the Lieutenant Governor as the prominent defect in the present condition of the Government establishments." It is most important that this evil should be remedied; and we await the further report of Mr. Reid and his matured views as to the arrangements to be made for the purpose. We shall expect further information with regard to the new scheme of scholarships, which seems to us to be founded on enlarged views, and to be calculated to give a general stimulus to the attainment of the superior educational qualifications prescribed as the tests for the higher scholarships.

Education Letter, dated 11th April (No. 16) 1856.

Forwarding, for Court's favorable consideration, an application from the Government of Bengal for the engagement of two gentlemen qualified for professorships head masterships of colleges and of three individuals as head masters of zillah schools.

22. We have engaged the services of two gentlemen of the superior grade applied for by the Government of Bengal. We shall not, however, send out any persons to act as zillah schoolmasters, till we shall be satisfied that there is no prospect of filling the situations in an efficient manner by the appointment of individuals already in the country who may be desirous of employment in the Department of Education.

Education Letter, dated 1st May (No. 20) 1856.

Establishment of a system of scholarships to be tenable by the pupils of the vernacular schools in the zillah and normal schools in Bengal sanctioned for eight districts at a cost, in the first year, of Rs. 320 per mensem, and

26. The scholarships are to be of the value of Rs. 4 per mensem each; they are to be tenable for one year in the normal schools, and for four years in the zillah schools, subject, in the case of the latter schools, to an annual examination as to the

eventually of Rs. 800 per mensem in each district.

progress made. The number of the zillah school scholarships in each district will eventually be twenty and that of the scholarships in the normal schools five, and the aggregate expense for the eight districts Rs. 800 per mensem.

27. We approve the commencement of this mode of stimulating the progress of the pupils in vernacular schools, and of thus, to a certain extent, providing students for the higher classes of schools. The plan of the scholarships will, of course, be subject to re-arrangement, if, on trial, it shall appear desirable. It seems questionable whether the prospect of holding a scholarship for only one year at the normal schools will form a sufficient inducement to exertion on the part of those who are expected to compete; it is true that they will receive stipends at these schools, but this advantage will be enjoyed by them in common with the students, who will enter them in the ordinary course, and cannot, therefore, be regarded in the light of a reward for peculiar merit. We rely on due strictness being maintained, both in the original examination for the scholarships, and in those examinations on which the renewal of them from year to year is to be made to depend.

Education Letter, dated 1*st May* (*No.* 21) 1856.

A grant of Rs. 2,400 for one year made towards the expenses of a cheap weekly newspaper in Bengalee, designed to induce the people to take an interest in public events, and to encourage among them a taste for general literature, to be under the control of the officers of the Educational Department.

28. We think a publication of the kind proposed by Mr. Hodgson Pratt, likely to be productive of some benefit, and we approve the assistance which you have experimentally granted to it.

Education Letter, dated 7th May (No. 22) 1856.

Sanction given to the experimental adoption of the pupil teacher system on a plan proposed by Mr. H. S. Reid in the North-Western Provinces.

29. We approve the sanction given to the recommendations of the Lieutenant Governor of the North-Western Provinces. The details of the plan will come more properly under our consideration when reviewing the proceedings of the Lieutenant Governor.

Education Letter, dated 7th May (No. 23) 1856.

Forwarding correspondence with the Government of Bombay, relating to the normal schools proposed to be established at Poona and Ahmedabad, and to a scheme for pupil teacherships in the Bombay presidency.

30. We have learnt from the Government of Bombay that, in consequence of the strong objections taken by you to the proposed normal schools, they have required the Director of Public Instruction to submit a revised plan for training schoolmasters in that presidency.

31. We agree with you that the scale of establishments for the proposed school at Poona and Ahmedabad was unnecessarily large and costly. We also agree, generally, in your remark that "the establishment of normal schools should be undertaken tentatively and by small beginnings"; but we fear that, unless individuals, who are practically acquainted with the mode of conducting normal schools in this country, and who are capable by their acquirements and tone of mind of training and influencing young men of education, are sent out from this country to form and conduct normal schools or classes, there is no hope that a class of men will be raised up in India capable of taking part in the higher branches of education. We do not collect from your letter, under reply, what your opinion is as to the prospect of successfully establishing normal schools to train masters for superior schools within a reasonable time. We continue to entertain the wish, expressed in

para. 67 of our despatch of the 19th July 1854, that such institutions should be established "with as little delay as possible in each presidency in India," and we desire to be furnished with a report of your sentiments on the subject, and of the measures which you think may immediately be taken on a systematic plan for carrying out in whole or in part the object we have in view.

32. We approve the sanction given to the experimental introduction of the general scheme of pupil teachers proposed by the Bombay Government; but we think that, with reference to the amount of the proposed stipends, as compared with the scale adopted in the North-Western Provinces, you might have suggested the trial of a lower rate in the first instance.

Education Letter, dated 8th May (No. 26) 1856.

Also paras. 37 to 42 of letter dated 7th May (No. 24) 1856.

Transmitting correspondence regarding the extension to eight additional districts in the North-Western Provinces of the scheme for the promotion of vernacular education set on foot by the late Mr. Thomason.

35. We have already communicated our approval of the intended extension of Mr. Thomason's scheme throughout the North-Western Provinces generally.

36. You have now sanctioned arrangements for introducing the system into the eight additional districts noted in the margin. The establishment of zillah and pergunnah visitors, and of tehseelee schoolmasters, as well as the incidental expenses required for these districts, have been combined with those of the eight districts where the system was previously established, and regular gradations in the various classes of persons employed have been formed which will much facilitate the successful operation of the plan, and

Meerut.
Delhi.
Goorgaon.
Rohtuck.
Budaon.
Mooradabad.
Mozuffernuggur.
Boolundshuhur.

will afford the means of stimulating the exertions of those employed, by the certain prospect of promotion according to merit. The expense sanctioned for the sixteen districts is Rs. 62,908 per annum, but it is expected that this may eventually be reduced by the future redistribution of some of the work of the visitors of schools.

37. The proposals of the Lieutenant Governor referred, however, not only to the introduction of the inspecting and supervising establishments into additional districts, but also to the extension of the hulkabundee or circuit system of vernacular schools, and to the provision to be made for its permanent maintenance. This system has been introduced with the warm concurrence of the land owners, who have, in various districts, extending apparently over about one-third of the North-West Provinces, voluntarily entered into engagements to defray the cost, either wholly or in part, during the term of the existing settlements, and so far as the measure has been tried, the people have shewn every inclination to take advantage of it. Mr. Colvin is now desirous of extending it throughout the whole of the North-Western Provinces, as opportunities occur, and of making provision for its permanency, by adding a rate of one per cent. on the Government jumma to the cesses to be paid by the land owners, on the resettlement of each district. He proposes that the amount "shall be deducted from the rental assets of the estate, before proceeding to consider and declare the portion of those assets, which is properly to be taken as Government revenue." By this arrangement the cess will be shared equally between the land owners and the Government, and it is to this appropriation of the Government share of revenue that you now solicit our sanction.

38. It is assumed by Mr. Reid, that the amount of the one per cent. cess, over the whole of the North-Western Provinces, will slightly exceed four lacs of rupees, and the share of this to be borne by Government would be about two lacs. Many years, however, must elapse before this contribution can be required, as all the districts of the province will not be resettled before 1874; and it appears that the amount of the one per cent. cess would suffice not only for the actual expenses of the hulkabundee schools, but would also leave a yearly surplus for supervision and other expenses,—according to one calculation of Rs. 46,184, and according to one based on a lower scale of salaries to the teachers, of Rs. 1,16,256.

39. The plan of Mr. Thomason included both the supervision and the improvement of the indigenous vernacular schools. These schools have not hitherto shown signs of much improvement under this arrangement, and are in course of supersession in the natural course of things, owing to the preference shown by the native community for the hulkabundee schools. We have already in para. 58 of our revenue despatch dated the 19th September (No. 13) 1855, conveyed to you our general approval of the principles to be adopted in the settlement of the Saugor and Nerbudda Territories, one of which is the contribution in equal proportions, by Government and the land owners, of one per cent. on the jumma for educational purposes. This arrangement the Lieutenant Governor now proposes to extend gradually to the whole of the North-Western Provinces, introducing it as districts, or smaller tracts, become open to re-settlement by the expiration of the existing engagements.

40. The great advantages which would result from placing the educational system on a permanent and substantial basis, fully justify us in agreeing to contribute the proportion proposed out of the land revenue of the State; and the willingness which has already been evinced by the landowners in so many quarters to defray out of their own funds the whole or a portion of the expense of the hulkabundee schools established in their neighbourhood encourage us to believe that they will cordially unite with the Government in this work, and that they will generally accept the arrangement without difficulty or opposition.

41. We accordingly give our sanction to the establishment of a school fund by a cess in the manner proposed of one per cent. on the jumma throughout the North-Western Provinces to be contributed, as is the case with the road fund, in equal proportion by the Government and the landowners, the amount so obtained being appropriated in the way which the Lieutenant Governor may, with your sanction, finally determine on.

IX.

From the Court of Directors of the East India Company, to the Government of India,—(No. 50, dated 1st April 1857.)

PARA. 1. We now reply to your letters dated 7th May (No. 24) and 24th June (No. 29) 1856, reporting your miscellaneous proceedings relating to education for the 3rd and 4th quarters of 1855.

Letter dated 7th May (No. 24) 1856.

2 to 10. Correspondence with the Government of Bengal, arising out of the orders recently issued for regulating the future expenditure in the Education Department.

3. We approve your decision giving discretionary authority to the local Governments to make changes in the school establishments, without reference to you, provided the total authorized amount be not exceeded; and also to sanction such expenditure, as they may think fit, from the schooling fees and other local funds of each particular school.

4. We await your further proceedings on the question of bringing into the public accounts, or of otherwise checking the proceeds of endowments or of other local funds which are in many cases comprised in the incomes of schools. With reference to the remarks of the Director of Public Instruction in Bengal, as to the audit of accounts of schools receiving grants-in-aid, it is obvious that Government cannot undertake the duty, as those schools still continue private institutions. No difficulty, however, will be experienced in ensuring the due application of the Government grant, if, as we have already desired, such grant is made for certain specific and defined objects in each particular case.

20 & 21. Correspondence connected with an offer, by Mr. Oldham, to undertake the combined duties of professor of geology in the Presidency College and

7. The transfer to the superintendent of the charge of the Museum of Practical Geology at Calcutta, renders it unnecessary to enter on that part of the present cor-

superintendent of the Geological Survey.

respondence which relates to this subject. It remains for consideration in what way, and under what regulations, practical instruction, by means of field-work, shall be afforded to students of geology at the Presidency College. We notice that without this means of illustration, Professor Oldham considers it to be "utterly impossible" to teach geology in Calcutta.

22 to 27. Further proceedings regarding the office of principal of the Medical College, Calcutta.

8. We were satisfied by the correspondence, which took place in 1854, of the necessity of appointing a resident principal of the Medical College for the maintenance of discipline among the students, and for the effective superintendence of the general affairs of the college and hospital. It was at first thought that the arrangement could be carried out at a cost not exceeding the salary (Rs. 400 per month) previously drawn by the Secretary of the College Council, which appointment was to be discontinued. It has, however, been found by the Lieutenant Governor impracticable to obtain the services of any one of the officers, holding the higher medical appointments at the presidency, on the terms proposed, and you have, accordingly, determined that the appointment of principal of the Medical College shall be constituted a substantive office, with a salary of Rs. 600 per mensem, to be held in conjunction with a professorship, the incumbent receiving his military pay as surgeon, occupying a house on the college premises, and retaining the liberty of private practice. It being essentially necessary for the proper management of the Medical College and Hospital that they should be placed under the charge of a medical officer of ability and of professional influence and position, we approve the arrangement which you have now sanctioned. The

only part of it which seems to us open to doubt is the right of private practice to be enjoyed by the principal. We consider that this permission would be incompatible with that careful and uninterrupted superintendence which is necessary for the maintenance of discipline and good order, and we desire that it be reconsidered.

30 to 34. Establishment of 12 junior scholarships respectively, in the Calcutta Presidency College, and in the colleges of Hooghly, Kishnaghur, Dacca, and Berhampore, to be competed for by boys educated in private schools. Orders given for a number of exhibitions to be held by the most successful students of each provincial college or zillah school, coming up to a minimum standard of qualification.

11. We approve these proceedings. We must remark, however, that it appears to us quite necessary that the examination of the students who compete at the different provincial institutions for the exhibitions at the Presidency College should be conducted, if not on an absolutely uniform principle, at least on one which will provide against any great disparity in the qualifications of those who are to enjoy precisely the same distinctions and advantages. If, however, the institutions which will provide the scholars differ much in regard to the attainments of their pupils, we would suggest that some difference might be made in the value of the exhibitions to be offered them. It seems to have been originally intended that these exhibitions should be offered to the zillah schools and to the junior department only of the provincial colleges, but perhaps some scholarships might also be assigned (in course of a higher standard) to the senior department of those institutions.

35 & 36. The intended change in the course of instruction in the Presidency College postponed.

12. The extent to which the study of the physical sciences shall be incumbent on the students at the college, and the allotment of the duty of lecturing in those sciences among the several professors, seems to have been still unsettled at the date of this correspondence. The engagement of Dr. Hallear as professor of natural philosophy and astronomy, and the appointment of

Dr. Leibig as professor of natural history and geology, have since taken place, and the Lieutenant Governor will have had the opportunity of consulting those gentlemen as to the best arrangements to be made for the study of the sciences with which they are especially conversant. We do not doubt that, with their help, a satisfactory scheme has, before this time, been framed, and we desire to be made acquainted with the arrangements decided on.

37 to 42. Extension in the North-Western Provinces of the system of vernacular education and of tehselee schools.

13. Our approval of this extension of the previously sanctioned system of vernacular schools, as well as of the subsequent measures adopted for the promotion of education throughout the North-Western Provinces, was conveyed in paras. 35 to 41 of our despatch, dated 18th February (No. 35) 1857.

43 to 47. Further correspondence respecting the number and salaries of the inspectors of schools in the North-Western Provinces.

14. We think that the arrangement ultimately sanctioned, by which each division is to be entrusted to an inspector, in direct communication with the Director of Public Instruction, is, notwithstanding the somewhat increased expense, on the whole, a preferable plan to that proposed in the first instance, provided the smaller aggregate number of inspecting officers which it sanctions is sufficient for the large population of these provinces.

48 to 50. Report on the means of education in the Straits Settlements, and proposals for additional grants from Government.

15. The means of education in these Settlements seem hitherto to have been confined to the towns of Penang, Singapore, and Malacca, no attempts having been made to impart instruction to the children in the rural districts. At each of the above towns, a "Free School" has been maintained in a great measure by means of a Government contribution, where instruction—almost exclusively in English—was afforded, and where a small number of the children received board and lodging

free of charge. In addition to these schools, others were kept up at Penang and Singapore by Protestant Missionaries and by the Roman Catholic community, some of which enjoyed a grant from Government, and a favorable account of the whole is given by Mr. Blundell. The total number of pupils in all the schools is stated at 1,015 boys and 210 girls, and the total amount contributed by Government towards the maintenance of the schools had been Rs. 11,774-5-0 per annum.

16. The Governor made an appeal for additional grants for the purpose of encouraging vernacular education in the existing schools, and of establishing new vernacular schools in the country districts. You declined to accede to his recommendation, on the ground that the amount granted by Government for education in the Straits Settlements was already very disproportionate to the amount contributed for similar purposes in other portions of the Indian empire. You, however, at a subsequent period, sanctioned a grant of Rs. 3,300 per annum for vernacular education, in consideration of a contribution of the same amount made by the Tomongong of Johore, for imparting instruction of a superior kind in the Malay language at and about Singapore. You also sanctioned the grant of Rs. 3,300, in aid of the female schools at Penang and Singapore, but you subsequently resolved on the discontinuance of this grant, the condition of the payment of a fee by the scholars not being enforced at the schools which it was proposed to aid.

17. We approve your refusal to sanction the large additional grants proposed by Mr. Blundell, though we are not disposed to agree with you that the circumstance of Chinese not being the indigenous

language of these settlements is of itself a sufficient reason for refusing a grant for teaching in the Chinese language. The propriety of such a grant, we think, should depend, if pecuniary considerations would admit of it, upon the number of the Chinese population permanently residing in the Straits under our protection, and contributing to the resources of the State. It appears to us that the existing schools receiving Government assistance, especially those denominated the "Free Schools," may be made much more generally useful than they have hitherto been, and that the grant contributed by Government may be rendered, to a considerable extent, available for promoting instruction in the vernacular. It is stated that the Malay and Chinese boys only attend the school for the sake of obtaining just such an amount of English as will enable them to obtain employment in Government or private offices, and we are led to infer that their only object being to qualify themselves in this manner, the instruction in their own languages, even of the native boys who attend these schools, is almost entirely neglected. We are of opinion that this defect should be remedied. A knowledge, at least, of reading and writing and keeping accounts in his own language, should be the first course of a boy's schooling and a necessary condition of his obtaining instruction in English.

18. It seems, indeed, to be questionable whether at present the primary object of Government should not be to provide an elementary education in the vernacular. The indigenous population, whether in the towns or in the country, has obviously the first claim on the Government, and, though we would by no means refuse assistance to efforts made for the instruction of

the Chinese, or any of the poo
classes, we think that, under the cir-
cumstances of the Straits Settlement,
for instruction of a high order, re-
course should be had, in the first
place, to public subscriptions among
the local community, which has
done little or nothing for the pro-
motion of education. We desi
that the existing appropriation o
the Government grants be recon
sidered with reference to these re-
marks, and that the Governor b
directed to take immediate steps f
bringing the subject before th
wealthier classes, especially those
Singapore, with the view of obtain-
ing their willing co-operation in sup
plying the means of a more ad
vanced education. The contributi
of Government towards the provisi
of a superior education in Englis
should be proportioned to the amou
of local efforts. We may add th
we cordially approve of your havin
sanctioned a grant to meet the co
tribution of the Tomongong of Joho
towards the support of schools und
the charge of Mr. Keasherry, and
concur with the Lieutenant Govern
in the high opinion which he expre
ed of Mr. Keasherry's labors in t
cause of education. If translatio
are needed for the purposes of ve
nacular instruction, we doubt n
that much good may be done in t
respect by co-operation with him.

19. In respect to female edu
tion, though the object is no dou
desirable and difficult of attainm
at the outset, we should be v
averse to dispense with the rule
quiring the levy of a fee from
scholars as a condition of Gove
ment aid.

51 to 53. The Commissioner of Pegu having submitted his sentiments on the best means of diffusing education in that province, the establishment of a

20. We fear that in the p
sent state of Pegu, any attempt
the establishment of a general syst
of schools throughout the coun
would be useless. We appro

Government school at Rangoon was authorized at a monthly cost of Rs. 525 per mensem.

therefore, the limitation of immediate operations to the foundation of a school at Rangoon, and to the preparation of a series of school books by translations into Burmese.

There will, however, be no objection to grants-in-aid being made to any schools which, coming within the general scope of the rules in force in Bengal, may be in a state to participate in the system.

Letter dated 24th June (No. 29) 1856.

8. Employment of M. Martigny to instruct the boys at the Presidency and Hooghly Colleges in gymnastics sanctioned experimentally for six months, on a salary of Rs. 200 per mensem, with Rs. 30 per mensem for travelling expenses.

25. Approved.

9. The grant of Rs. 200 per mensem was sanctioned experimentally for six months in aid of a private school at Dinapore, with reference to the importance of encouraging a desire for education in Behar.

26. This school was established in September 1855 by a Mr. Stamm, previously a missionary, and the only resources for its support consisted of the fees of the scholars, which amounted, at the time of the application for Government aid, to Rs. 146 per mensem. It was strongly recommended by Mr. R. B. Chapman, then Inspector of Schools for Behar, that the school should be formed into a Government branch school; and he submitted some very sensible proposals for its organization as a Government establishment. The Director of Public Instruction, on the other hand, advocated the continuance of the school under private management, and the grant to it of Government aid to the extent of Rs. 200 per mensem. In accordance with the views of this gentleman, you have, on the recommendation of the Lieutenant Governor of Bengal, sanctioned the proposed grant to the school as a private institution.

27. Mr. Gordon Young appears to have formed his opinion on a

misunderstanding of our sentimen[ts.] He expressed the opinion that th[e] proposal of Mr. Chapman involved a violation of the principle, stated in our despatch of the 19th July 185[4] (para. 61), that no Government col-lege or school shall be founded in any district, where one or more insti-tutions exist, which, with the assist-ance of Government, may be made capable of supplying the local de-mands for education. We had, in issuing these orders, the double ob-ject of avoiding the appearance of rivalry between Government and those individuals and societies wh[o] have laudably devoted themselves t[o] the diffusion of education and of saving the expense of a Government institution in cases where the object in view could be accomplished by a moderate contribution in aid of a[n] existing school. A school, however, established and managed by a single individual, possessing no funds ex-cept the payments of the scholars and affording in no way the prospect of permanence, was not contemplated by us as sufficient for the educational wants of an important town, and therefore, a Government school might have been established at Dinapore without any violation of the orders referred to by Mr. Gordon Young. It is alleged by Mr. Chapman, whose local knowledge is, on such a point of peculiar value, that the people of Behar are not likely to accept Eng-lish instruction except at a Govern-ment institution, and as the grant to the school at Dinapore is by no means in accordance with the rules laid down for regulating grants-in-aid, we desire that, if the grant has been extended beyond the six months for which it was originally made, the subject be reconsidered with the view of constituting the school at Dinapore a Government school on the plan proposed by Mr. Chapman.

X.

From the Court of Directors of the East India Company, to the Government of India,—(No. 77, dated 3rd June 1857.)

PARA. 1. We now reply to your (education) letter, dated 14th August (No. 35) 1856, reporting your miscellaneous proceedings for the 1st quarter of 1856.

Letter dated 14th August (No. 35) 1856.

2. Additions to the committee for preparing a scheme for universities in India.

3. We are desirous of receiving a report of the proceedings of the committee, and of learning the probable period when it will be in a position to submit a scheme for the constitution of the proposed universities.

20 & 21. The Government of Fort Saint George having enquired whether a school at Madras, called the "Ladies' Institution," for giving an education to the daughters of Europeans and their descendants, came within the scope of the grant-in-aid system, Government expressed concurrence in the opinion of the Director of Public Instruction at Madras, that such institutions do not come within the scope of the rules, which are mainly intended to provide for native education.

5. We see no reason to interfere with your decision in this case.

22. The establishment of a school at Oopowbhago, in the low country of Goomsoor, for the education of Meriah cultivators, sanctioned at a cost of Rs. 12 per mensem, and Rs. 25 granted for the building of a school-house.

6. We observe with satisfaction that a school had been experimentally established at this village by Lieut. Macneill for some months before the assistance of Government was applied for, and that the result as regards the progress of the Meriah boys is stated to have been very encouraging.

23 & 24. It has not been thought necessary or desirable at present to make photography a part of the regular course of study in the Government education establishments in Bengal;

7. We observe that Mr. Gordon Young proposes to place the photographic apparatus under the charge of Dr. Halleur, professor of natural philosophy in the Presidency College, who is well skilled in the

but the Director of Public Instruction has been authorized to purchase a complete set of photographic apparatus for the use of the Presidency College.

art, and to make the apparatus available for any purposes for which it may be required in any branch of the college. The apparatus could not be entrusted to any one more capable of using it efficiently than Dr. Halleur, but that gentleman has not the necessary leisure, we presume, to give instruction in the art, and we are desirous therefore that our suggestion for introducing the study of it into some of the Government colleges or schools may be reconsidered at an early period, with a view to the instruction of pupils who may look to ultimate employment in the engineer, public works, or trigonometrical or revenue survey departments, the art being usefully applied in the ordnance survey of Great Britain.

25 to 40. A complaint having been submitted by Hamed Ally Khan of practical exclusion from the local committee of public instruction at Delhi, to which he was formerly appointed, in consequence of the liberal contributions to the Delhi College made by his relative, the late Nawab Hanadood Doulah, the Governor General entered into correspondence on the subject with the Lieutenant Governor of the North-Western Provinces. It appeared that grounds existed for the objections entertained by the members of the local committee of public instruction to Hamed Ally Khan's taking his seat at the committee; but it was ultimately arranged, with the sanction of the Governor General, that the copies of the proceedings of the committee should, on demand, be supplied to that individual, who would be at liberty to record such observations thereon as he might desire to place on the books, with reference to the appropriation of the donation of the deceased Hanadood Doulah.

8. No remark.

41 to 43. Grants-in-aid sanctioned to Jye Narain's School at Benares, and to St. Peter's College at Agra, on the recommendation of the Lieutenant Governor of the North-Western Provinces; no fees being taken from the scholars at St. Paul's School, Agra, a grant to that school could not be sanctioned. It was intimated to the Lieutenant Governor that the existence of a foundation for a limited number of free scholars would not deprive any institution of a claim to a grant-in-aid.

9. These grants were sanctioned in excess of the amount placed by you at the disposal of the local Government for grants-in-aid. We have already called your attention to the insufficient amount available for such grants under the rule experimentally laid down by your Government.

44. Grants-in-aid to St. John's College, Agra, for the support of a mathematical teacher to the extent of Rs. 300 per mensem, and to the amount of Rs. 600 for the expense of out fit, if it should prove necessary to bring the teacher from England, sanctioned, on the understanding that schooling fees were paid by all pupils.

10. These grants seem to be chargeable to the fund for grants-in-aid arising under the ordinary rule referred to in the preceding paragraph. It was intended that the fund so created should be administered by the local Governments without reference to you, and it does not appear for what reason the grant, being within the authorized limits, was submitted for your orders.

XI.

From the Court of Directors of the East India Company, to the Government of India,—(No. 96, dated 15th July 1857.)

PARA. 1. We now reply to your education letters, Nos. 27 to 41 of 1856, thus completing the review of your correspondence in connection with education for the year 1856.

Letter dated 14th June (No. 28) 1856.

The limit within which the Governor of Bengal may sanction grants-in-aid of educational institutions raised from 5 per cent. to 10 per cent. on the aggregate amount of the annual educational expenditure in Bengal.

4. We approve this extension of the discretionary power vested in the Lieutenant Governor of Bengal, in respect to sanctioning grants-in-aid.

5. We think, however, that the time has arrived when the amount available for such grants may be fixed on a consideration of the reasonable requirements of each presidency, and not on the merely arbitrary grounds which have hitherto been assumed. The mode in which it is sought to promote vernacular education differs widely in the several presidencies, and the extent to which the contributions of Government will be required under the "grant-in-aid" rules will vary in a corresponding degree.

6. In the North-Western Provinces a system of vernacular education has been introduced, which provides for the requisite expenditure on the part of Government independent of the so-called grant-in-aid system. The application of the system will therefore be *almost* entirely limited to the English and anglo-vernacular institutions, which in those provinces are, for the

most part, conducted by persons or bodies unconnected with the Government. In Bengal, on the other hand, no such complete system of vernacular education has been framed. Grants from Government, in aid of individual schools, the case of each of which must be considered on its own merits, will therefore be required under the grant-in-aid rules, and it is evident from the list submitted by Mr. Gordon Young of grants already made, that a considerable amount will in this way be absorbed. This difference in the circumstances of Bengal and of the North-Western Provinces, and any variations in those of Madras and Bombay, must be carefully considered before settling the amount to be placed at the disposal of each Government for grants-in-aid; but we think that an attempt should be at once made to place the matter on a more satisfactory footing than it stands at present.

Letter dated 31*th July (No.* 31*)* 1856.

The Government of Bengal have been authorized to raise the contribution of Government to the Calcutta School of Industrial Art from Rs. 350 to Rs. 600 per mensem. A further report required previously to considering the form in which further assistance should be given, and orders issued as to the points on which information respecting the school should be afforded in the annual report on education.

9. We notice the testimony borne by the Governor General to the efficient management of this school, and approve the increase of the Government grant. We have already called for full information respecting the operations of the school. With regard to the instructions issued by you as to the points to be included in the annual report, we have to remark that it is losing sight of the experimental character of the institution, to estimate its value by the amount of work which may be completed for sale. It

should always be borne in mind that the proper objects of such a school are the development of new materials, the introduction of improvements in design and execution, and the training of individuals in arts and handicrafts new to the country or not easily acquired, so that when they shall have completed a course of theoretical and practical instruction, they will be able to turn to account elsewhere the knowledge and experience which they may have gained at the school.

Letter dated 29*th July (No.* 32*)* 1856.

With reference to the letter from the Government of Bombay, No. 59 of 1856, reporting their application to the Government of India for permission to contribute a sum equal to the amount raised by private subscriptions for the endowment of a college at Ahmedabad, forward copy of the reply to the Government of Bombay, expressing the readiness of the Government of India to sanction a sum equal to the amount already subscribed for any definite purpose, such as building a suitable college, but declining to grant any sum of money to be invested as a fund for current expenses.

10. We entirely approve the decision passed by you on the proposal of the Government of Bombay. We are quite willing that the liberality manifested by the proprietors of the college at Ahmedabad, should be met by the Government in a corresponding spirit. The way in which assistance may be given is either by a contribution to the building fund, or by an annual grant-in-aid of the current expenses. The withdrawal of a large sum from the general purposes of the State for the purpose of forming a permanent fund for the support of the college would be an unprofitable employment of the public money attended with no compensating advantages.

11. Any remarks which we may have to make with regard to the plans and objects of the college will be addressed to the Government of Bombay.

Letter dated 13*th August (No.* 34*)* 1856.

Proposal of the Government of Bombay for the establishment of a school at Aden, for instruction in English, Arabic and Hindoostani, under the charge of an Arabic superintendent, to be obtained from Cairo for the purpose.

13. We fully admit the propriety of our affording instruction of a practical and improving nature to the youth of Aden, where, it is stated, there are no means of education apart from the regimental schools. We concur, however, in your opinion that a course of instruction and management, suitable for a motley population, consisting of Jews, Arabs and natives of India, probably in almost equal proportions, is not likely to be secured in a school placed under the exclusive superintendence of a Mahomedan principal. At the same time the engagement, as a subordinate teacher, of a person who is an Arabic scholar and likely to obtain influence amongs this countrymen, should be carefully provided for. We approve, therefore, your refusal to sanction the scheme submitted by the Bombay Government. We trust that the plan of a school at Aden, on the general basis laid down in your letter to the Government of Bombay, will be shortly submitted to you. We think with Mr. Badger that the establishment of a good school may have a great and beneficial effect upon the inhabitants of Southern Arabia; and we consider it a point of much importance to attract them within its civilising influence. We feel no doubt that Mr. Badger's large experience and knowledge of the Arab character will render his assistance of great importance in establishing a suitable educational establishment in our important Arab dependency.

Letter dated 19*th August (No.* 36*)* 1856.

Further correspondence respecting the construction of a building for the Presidency College at Calcutta.

15. The subject of the building for the Presidency College again came before you in this department, in consequence of doubts raised by the Director of Public Instruction in Bengal, as to the necessity of carrying out the intention to establish the Presidency College, and with reference to the expense which, if the college were to be provided, it would be proper to incur on account of the building.

16. We entirely agree with you that there is no ground whatever for doubting the necessity of establishing a Government institution at Calcutta, of the nature of the Presidency College, and we regret the time which was lost in the renewed consideration of the question in consequence of Mr. Gordon Young's suggestions. We equally concur in the strong remark of the Governor General with regard to the enormous expenditure proposed by Colonel Goodwyn to be incurred in the erection of a college on a plan submitted by him. At a time especially, when, to say nothing of the requirements of the other departments of the State, there is such an urgent demand for the pecuniary assistance of Government in the promotion of education among the masses of the population, we should regard it as a flagrant waste of public money, were a design sanctioned for any college in Calcutta at an expense at all approaching the sum of twenty lacs of rupees. No doubt need be entertained that a building, containing the requisite accommodation for the

departments of a Presidency College, and satisfying all the necessary requirements of good taste and architectural propriety, may be provided at a cost of Rs. 8,00,000, to which sum, in your instructions to the Lieutenant Governor of Bengal, you have strictly limited the expense.

17. We approve the appointment of a committee to consider the wants of the college as regards the accommodation to be provided, and to submit a plan for the building, and we hope that the result of their labors will shortly be communicated to us in the Department of Public Works.

18. We are of opinion that the expenditure of Rs. 5½ lacs on a site for the college would have been quite unnecessary, even in the expensive locality selected for it, and that a far smaller space would both meet all the purposes of the college, and afford sufficient ventilation to the Medical College Hospital in its close vicinity. We should have supposed, however, that a much less expensive locality might have been found, either outside the town, or not so far from the site now selected (on account, we presume, of its proximity to the hospital), as to produce any material inconvenience. We have not noticed in your proceedings any detailed deliberations on the subject of the site, but we observe that the Lieutenant Governor was considered to have approved of the site selected, when in point of fact he had not done so, and that the authority of the Government of India,

which the Lieutenant Governor considered to have disposed of the question, was based upon this supposed approval, circumstances which may have led to a less mature consideration of the point than it would otherwise have met with.

19. It is probably now too late to prevent the purchase of the land near the hospital, as directions were given for this purpose on the 16th August last, but if not, we desire that due attention be given to the above remarks, as we entertain very strong objections to the expenditure of 5,00,000 or 6,00,000 or even of 2,50,000 on the mere site of the building in question.

Letter dated 26th August (No. 37) 1856.

Also letter dated 15th October (No. 40) 1856.

Further extension of the scheme of vernacular education in the North-Western Provinces.

20. The arrangements here reported appear to provide for the extension of the new scheme of vernacular education throughout all the districts under the administration of the Lieutenant Governor of the North-Western Provinces, except the province of Nimar, and the district of Neemuch, for which, however, some provision, though of a less efficient character, has been made, and the province of Ajmere, with regard to which we refer you to our remarks in paras. 31 and 32 of this despatch.

21. The expenses of the establishment for the additional districts now brought under the system, amount to Rs. 56,448 per annum, of which the portion incurred in Scindia's district of Chandeyree, and in

his pergunnahs in Saugor and Hoshungabad under British management, will very properly be debited to the revenues of those districts. The sum previously placed at the disposal of the Education Department in the North-Western Provinces is stated by the Officiating Director of Public Instruction at Rs. 1,15,628, made up, we presume, of the sum of Rs. 62,908 sanctioned in our despatch of 18th February last, para. 35, as the consolidated expenses of 16 districts, and of that of Rs. 52,720 authorized in para. 28 of our despatch of 1st April 1857, No. 50, for the divisions of Allahabad and Benares with Jaloun and Jhansi. These sums, with the amount now reported, make a total of Rs. 1,72,076, and we entirely approve the sanction given to the expenditure.

22. You will have learned from para. 13 of our despatch, dated 18th February (No. 35) 1857, that it is our desire that clergymen shall not be employed in connection with the Government measures of education, and that the appointment of the Reverend Mr. Budden to be inspector of schools in Kumaon would not have been in accordance with our wishes.

Letter dated 5th November (No. 41) 1856.

Also letter dated 24th January (No. 2) 1857. Correspondence respecting the funds of the Elphinstone Institution, Bombay, and the manner in which the affairs of the institution are to be administered.

26. The income of the Elphinstone Institution is assumed to be Rs. 89,639, of which Rs. 51,985 arise from the direct annual contributions of Government; Rs. 8,626

from the interest of accumulations which have been made from time to time out of the surplus income, swelled by the Government grants; Rs. 13,000 from schooling fees, and Rs. 16,028 from private contributions and from interest on private donations. It is stated by the Government of Bombay that the annual income will be entirely absorbed by the establishments as extended under recent orders, but the additional expense has not yet been actually incurred, and you have very properly directed that, whenever the expenditure of the year may fall short of the income, including the Government grants, only so much of such grants may be paid as may be "necessary to make up the authorized annual expenditure of the college."

27. With regard to the control to be exercised by Government over the management of the Elphinstone Institution by the trustees, we entirely concur in the principle laid down by you, that, "so long as the Government is called on to accord to the institution its main support, and provide for its increasing wants, it must have a final voice in the decision of such questions (increase of establishments), and while placing all reasonable confidence in the management of the trustees, and paying due deference to their suggestions, exercise the same degree of control over their financial proceedings as it exercises over those of every other high departmental authority." It is most desirable, however, as you re-

marked, that the trustees should be in accord with Government on the subject, and we approve, therefore, the instructions given by you to the Government of Bombay, to frame, in concert with them, a scheme for the future management of the institution, which shall be satisfactory to them, and, at the same time, provide, in an efficient manner, for their responsibility to Government.

Letter dated 10*th November (No.* 42*)* 1856.

The control of the Medical College Hospital transferred from the Director of Public Instruction to the Medical Board, on the understanding that every facility shall continue to be afforded for the chemical instruction of the students of the college.

28. Approved.

Letter dated 10*th November (No.* 43) 1856.

Authority given for grants-in-aid in the province of Sind being made to the extent of two-thirds of the cost of the schools aided, one-third being left to be defrayed by local contributions. Government refused to sanction a proposal, submitted by the Government of Bombay, for the Commissioner being empowered to make such grants, without any limit as to the total sum to be applied to grants-in-aid, but expressed a readiness to consider favorably any recommendation for raising the aggregate amount beyond the authorized rate of 5 per cent. on the direct Government expenditure for education.

29. In para. 5 of this despatch we have stated our desire that the sum to be expended by the several Governments on grants-in-aid should be fixed on some basis different from that of a percentage on the direct expenditure of Government on education. This mode of estimating the amount required for grants-in-aid would be peculiarly inappropriate in Sind, where measures for the promotion of education had only recently been sanctioned by Government, and where the authorized Government expenditure must bear a very small proportion to the wants of the country.

Letter dated 11*th December (No.* 45*)* 1856.

Forwarding a copy of Dr. Buch's report of his tour of inspection of village schools in Ajmere, called for in

31. This report confirms the impression of Dr. Buch's earnestness in the cause of

Court's despatch, dated 20th August, (No. 84) 1856.

education, which we had previously received from the remarks of the Lieutenant Governor.

32. Considerable success attended the efforts of Dr. Buch to establish new schools in those pergunnahs of the province which he was able to visit. The great impediment which he experienced in making satisfactory arrangements for the extension of education, was the difficulty of providing adequate stipends for the schoolmasters. "Not one of the masters of existing schools can be stated," Dr. Buch observes, "to be in easy circumstances," and in general they derive their support from "begging" or from presents from their scholars in money or in kind. The obvious remedy for this state of things, especially as the attendance at each village school is stated to be very small, is the *hulkabundee* system. The fitness of the system for agricultural districts is now so well established, that we can scarcely doubt that in the interval which has elapsed since the preparation of Dr. Buch's report, the attention of the officers charged with the conduct of education in Ajmere has been directed to it. We desire to be informed whether this is the case, and to be kept acquainted with the general measures in progress for the promotion of education in Ajmere. We observe that Dr. Buch represented that the new schools, the number of which he expected to increase to 100 within the next two years, would require

a greater amount of superintendence than he could bestow on them as principal of the Ajmere institution.

Letter dated 30*th December (No.* 46*)* 1856.

In continuation of letter No. 23 of 1856, reporting the extension to Poona, Ahmednuggur and Tanna of the plan of normal classes for "candidate schoolmasters," and the increase of the number of pupils in such classes at Surat, Ahmedabad, Poona and Dharwar; noticing the request of the Director of Public Instruction at Bombay, that the question of normal schools of a superior order shall be regarded as still under consideration; and stating that the recognition of the normal class at Surat, and the formation of a similar one at Ahmedabad, are under consideration in the Financial Department.

33. In our despatch, dated 18th February (No. 35) 1857, we expressed the strong desire we feel that no time should be lost in establishing institutions for raising up masters for the higher classes of schools throughout India. We hope to receive, in answer to the call there made on you, a statement of the measures which may most properly be taken for this purpose.

34. In the mean time we approve the extension of the plan proposed by the Government of Bombay for training masters of elementary schools. As regards the suspension, on the representations of Mr. Erskine, of the plan of pupil-teachers, the considerations mentioned by Mr. Erskine would probably prevent the general adoption of the system, but we are nevertheless desirous that it should be brought into operation, if possible, in any school where the character and qualifications of the master may render it likely to be successful. We shall expect to be informed in this department of your proceedings in respect to the normal classes at Surat and Ahmedabad.

XII.

From the Court of Directors of the East India Company, to the Government of India,—(No. 97, dated 22nd July 1857.)

Letter dated 31st December, No. 47 of 1856.

Scheme for the education of the Sonthals through the agency of the Church Missionary Society.

PARA. 1. We are not, as we ought to have been, in possession of the correspondence which led to the proposal made by the Calcutta Committee of the Church Missionary Society, which, on the recommendation of the Lieutenant Governor of Bengal, has received your sanction for the education of the Sonthals of Bhaugulpore, through the instrumentality of the Society. The plan, however, is so clearly stated in the minute of the committee, that we have no difficulty in comprehending its scope and general bearing.

2. It is intended that the work shall be under the superintendence of one of the missionaries of the Society; that under him, inspecting masters shall be employed; that Government granting the requisite sum for salaries, and prescribing the amount of secular instruction to be imparted in the schools, the direction and carrying out of the plan shall be in the hands of the Church Missionary Committee, subject to the right of inspection, so far as relates to secular education, of all the schools by the divisional inspector or any other of the superior educational officers of Government. It is proposed that industrial instruction shall form part of the plan, and female education is to be introduced as far as possible from the beginning. The salary of the missionary in charge is to be paid by the Society, the Government paying an allowance of Rs. 100 or 150 per mensem, for travelling expenses, house-rent, &c., but the inspecting masters and the establishment generally are to be paid by Government, who are also to provide sites for schools, and to defray the cost of school buildings. The amount required for all these purposes cannot, at present, be stated, but it is supposed that from Rs. 500 to Rs. 1,000 per mensem may at the very beginning be sufficient.

3. On the subject being submitted for your orders, you accorded your sanction to the scheme, on the ground that it was to be regarded "as a grant-in-aid to a missionary body, for the secular instruction of an uncivilized tribe"; and that as such, it was "entirely in accordance with the views expressed in the Court's despatch of 19th July 1854, and differing in degree only, not in kind, from the grants made to individual missionaries for like purposes, with the Court's full approbation and sanction."

4. We cannot concur in the views taken by you of the proposed scheme of education. We consider the difference, in degree as you express it, to be so wide as to establish a new principle from that laid down in our letter of July 1854.

5. The Sonthals, though equally debased in ignorance and devoid of rational religion with the races referred to in our despatch of 1854,

differ from them in one important particular. They do not occupy separate regions or tracts of country so as to form isolated communities locally separated as well as socially distinct from the Hindoo and Mussulman populations. They are, on the contrary, employed freely by zemindars and speculators in land, of all classes, for jungle clearance and for other agricultural purposes, and are thus often located in close vicinity with well-inhabited towns and villages, and mix with the general population in many of the relations and concerns of life.

6. We do not feel, therefore, that, in dealing with the Sonthals, we are exempt from the necessity of maintaining that cautious line of proceeding which we ought always to deem so essential in the establishments founded or supported by Government for the education of the people of India.

7. Thus, although we by no means object to the amount of the expenditure you have proposed to sanction, for the purpose of civilizing and instructing the Sonthals, we cannot approve that part of the scheme which identifies the Government in measures prosecuted by the missionaries, and so exposes the arrangement to the risk of perverted misconstruction.

8. We are well aware that the Church Missionary Society has been marked equally for zeal as for rectitude of intention and laborious devotion to benevolent objects. But however entitled to our confidence such an institution may have proved itself, we adhere to the conviction that it would be altogether opposed to the rules if you were to take any steps which might have the appearance of uniting the Government with such a Society in measures having the aim of converting any class of the population to Christianity. We see no sufficient reason for applying to the case of the Sonthals a different principle from that which has been applied to the general population, and we accordingly direct that a scheme may be prepared for affording to the inhabitants of the Sonthal districts the means of education through the agency of Government officers, who must be most strictly enjoined to abstain from any attempt to introduce religious subjects in any form.

XIII.

From the Court of Directors of the East India Company, to the Government of India,—(No. 44, dated 23rd March 1858.)

PARA. 1. In our despatch, dated 30th December (No. 160) 1857, we authorized you to make an addition to the extent of two thousand pounds to the annual sum previously contributed by Government towards the support of the asylum for the children of European soldiers founded by the late Sir Henry Lawrence at Kussowlie. We further called for full information with regard to the pecuniary state and the system of management both of the Lawrence Asylum and of the institutions of a kindred nature, either established, or projected, by Sir Henry Lawrence, at Mount Aboo and Ootacamund, in order that we might determine whether, in accordance with the touching testamentary commendation of that lamented officer, the entire charge of the three institutions should not be assumed by Government.

2. We referred in the despatch in question to the prospect of greatly increased demands on the Lawrence Asylum, consequent on the large augmentation of the European force which, it is certain, will henceforth be maintained in India, and to the probability that the contributions from members of our civil and military services, which have hitherto been liberally given, would, from the death of many of our officers, and the pecuniary losses sustained by a large number, be very limited in amount. These considerations have since acquired increased force, while the present state of the asylum urgently requires that any steps which may be thought for its endowment should be taken withou delay.

3. Impressed, therefore, with a sense of the great public importanc of the Lawrence Asylum, and with the policy, no less than the duty, o affording to the children of the European soldiers in India, the physica and moral advantages which it is the object of the asylum to secure fo them, we have resolved not to await the report we have called for, bu to sanction at once the assumption of the charge of the Lawrenc Asylum, to be supported, saving the payments made by the parents o the non-orphan children, out of the public funds, and conducted unde the supervision of Government officers.

4. The wise and comprehensive scheme on which the asylum wa established will probably render unnecessary any material alterations plan; and indeed any change which would deprive the institution of th character stamped on it by its distinguished founder, is to be deprecate It will be necessary to consider carefully to what authority, whether a committee as at present, or to an individual officer, the immedia control of the asylum should be entrusted, and on this point bei settled, the rules for the admission of children, and for the manageme of the establishment, should undergo a detailed examination. We desi

that, before the revised rules for conducting the asylum as a Government institution are finally adopted, they be submitted for our orders, together with a statement of the establishment, and of all the expenditure which it may be proposed to incur. In fixing the scale of establishment and expenditure, we rely on every care being taken to limit the cost to the lowest amount consistent with thorough efficiency.

5. We shall await the information called for with regard to the school at Mount Aboo, and to the projected school at Ootacamund, before coming to a decision as to the course to be taken by Government in respect to those institutions.

XIV.

From the Court of Directors of the East India Company, to the Government of India,—(No. 52, dated 13th April 1858.)

PARA. 1. A volume, entitled "*General Report on Public Instruction in the Lower Provinces of the Bengal Presidency for* 1855-56," has been sent to us with other books and printed selections from the proceedings of your Government, but without any letter from you on the subject.

2. It does not appear that any proceedings were held by you or orders passed on the receipt of the above report from the Bengal Government.

3. Our attention has been drawn to the following passages in the reports of Mr. * * * , Inspector of Education in Behar, which formed part of the volume referred to. The statements contained in these extracts appear to us of so much importance that we have deemed it expedient to address you at once on the subject of them, without awaiting the resolutions of your Government on the general report, with which we expect to be furnished in due time:—

"In addition to such obstacles as are peculiar to no special period, I must here remind you, that in judging of the results of our first quarter's operations, due weight should be given to the special accidents which have militated against us during that period; the principal of these was the design of depriving the jail prisoners of their *lotahs*. This is still universally believed to be the opening act of a general scheme, of which the educational system is supposed to be a part, for the forcible conversion of the natives to Christianity. The fact is, the presentiment is strong and by no means transitory, that Government will not only attempt to make its subjects Christians, but will succeed in doing so. The conviction is shared in alike by all classes and all sects, and I do not think it is in the power of Government to remove it. This uneasy feeling is ready to display itself on the most trivial occasions, and the circulation lately of a controversial appeal to the influential Mahomedans throughout the country by some person in Calcutta was at once attributed to Government, and has excited universal alarm among both Hindoos and Mahomedans, adding materially to the difficulties which beset our plans;" and—

"The reception of my subordinates by the people generally continues tolerably satisfactory, though they report to me that it is often impossible to persuade the people that the sole object of Government is not a proselytizing one. I have already said, that I believe it to be out of our power altogether to get rid of this feeling;" also—

"I am now able to confirm, by my own experience, the existence of the strongest prejudices against the educational measures on the part

of the people, prejudices that are only strengthened by any attempt to reason against them. 'How are we to believe,' said one set of villagers to me, 'that Government will not interfere with our religion when we *see* the missionaries, who are paid by them,' and from this ground I could not drive them;" and afterwards—

"While, therefore, keeping up the theory of eliciting voluntary effort, I find it to be the most effectual and satisfactory course in practice to take for my starting point, and to allow my subordinates to do the same, that it is the *order* of Government that people should now educate their children, and that the people ought to be satisfied that Government would not command that which is not good for them. Having laid down this principle, we then proceed to prove by every argument at our command, that in so doing the Government has no intention whatever to interfere with the religion of its subjects."

"I have been strengthened in my belief that the mode of proceeding, described in the preceding paragraph, is that which promises the most speedy success by the fact that Mr. H. S. Reid arrived at the same conclusion in the North-Western Provinces, after a much more lengthened and full experience than I have had. If we can induce attention to education by any means, experience will soon enable the people to appreciate our present motives."

4. We desire that you will express to Mr. * * * the serious displeasure with which we have viewed his conduct in thus inducing the natives to believe that it was the *order* of the Government that their children should attend the schools under his inspection.

5. It is our intention that it shall be entirely optional with the natives whether they will avail themselves of the facilities of education which we afford to them or not.

6. It is the duty of all public servants to carry out, with good faith, the declared intentions of the Government under which they act. There is no safety for a State, if over-zealous individuals be permitted, in the execution of the duties entrusted to them, to substitute their own policy for that of the Government.

7. A Government must not be supposed to say one thing and mean another.

8. We have no reason, in reference to the reports which have been before us from the North-Western Provinces, to think that the statement, that Mr. H. S. Reid has there adopted the same mode of proceeding, is correct. But if there should be any official information in your possession to satisfy you that it is so, or if on enquiry from Mr. H. S. Reid you shall find that the same objectionable course has been pursued in the North-Western Provinces, as that which is reported to have been taken in Behar, you will intimate to that officer, also, our serious displeasure.

9. In the above passages, and in many other parts of Mr. * * * reports, there are statements of the most important character with respect to the apprehensions entertained by the natives of interference

with their religion on the part of the Government, in their educational proceedings.

10. The Government will adhere, with good faith, to its ancient policy of perfect neutrality in matters affecting the religion of the people of India; and we most earnestly caution all those in authority under it, not to afford, by their conduct, the least color to the suspicion that that policy has undergone or will undergo any change.

11. It is perilous for men in authority to do as individuals that which they officially condemn. The real intention of the Government will be inferred from their acts, and they may unwittingly expose it to the greatest of all dangers—that of being regarded with general distrust by the people.

12. We rely upon the honorable feelings which have ever distinguished our service for the furtherance of the views which we express. When the Government of India makes a promise to the people, there must not be afforded to them grounds for a doubt as to its fidelity to its word.

13. You will take such measures as you may think fit for giving the fullest publicity to this letter.

XV.

From the Court of Directors of the East India Company, to the Government of India,—(No. 54, dated 14th April 1858.)

PARA. 1. The letters and paragraphs noted in the margin relate to the Thomason College of Civil Engineering at Roorkee.

Agra Public narratives.

For the 1st quarter of 1856, pp. 210, 211, 217 to 230, 235 to 254, and 264 to 274.

For the 2nd quarter of 1856, pp. 10 to 12, 16 to 38, and 42 to 45.

Agra Public Works narratives.

For the 4th quarter of 1855, paras. 411 to 413.

For the 1st quarter of 1856, para. 449.

India Public letter, dated 16th February (No. 15) 1857.

India Public Works letters,—4th July (No. 33) 1856, 3rd December (No. 88) 1856.

2. The results exhibited in the report of the college for 1855 do not differ materially from those of previous years. The efficiency of all branches of the establishment seems to have been, on the whole, well maintained, but, nevertheless, the third department, which provides for the training of young natives through the medium of the vernacular for subordinate appointments in the Department of Public Works, continued to be the only one which contained the number of students for which provision was made.

3. We observe that measures have been taken for affording practical instruction to the students of this department before they are drafted off for public employment. In common with the other branches, they participate in instruction in surveying and in operations connected with road-making; and the experiment has been commenced of placing a small number of them, for purposes of practical training, under such of the native superintendents of divisions on the Ganges Canal as may be likely to take an interest in their progress and to give them the requisite degree of attention. It is intended, besides, to form a practical division for this class in the college, for which the most promising students will be selected, and in which they will be retained for an additional period of twelve months under special instruction. We entirely approve these arrangements; and we may remark that the use to be made of the works on the canal, as a means of affording practical training to the students in the college, is in full accordance with the intentions entertained, when Roorkee was selected as the site of the College of Civil Engineering.

4. We notice with much gratification the testimony borne to the qualifications of the military officers who have passed through the senior department, and to the high standard of the test which they have been required to pass. The limited number of the officers who have hitherto resorted to the college was attributed by the visitor, partly to the labor required to pass the test, but principally "to the fact, that the prizes of the profession can be much more easily gained than by passing successfully through the Thomason College course." The general

order issued in the Department of Public Works in June 1856, raising very greatly the standard under which officers could previously pass into the department, will have remedied the evil referred to by Lieutenant Colonel Baird Smith. The college test is to be modified, but, as we infer, not lowered, in order to assimilate it to the standard fixed in the above-mentioned general order. We do not doubt that an increasing number of officers will henceforth be found desirous of availing themselves of the excellent training afforded at the college for the Department of Public Works.

5. The establishment, by the officers who have already studied and may hereafter study at the college, of an "Officers' Prize," to be competed for by the students in the vernacular department, affords a gratifying proof of the appreciation by the officers of the benefits afforded at the college and of the interest taken by them in its objects.

6. At the suggestion of the visitor, a committee was appointed by the Lieutenant Governor, in February 1856, for the purpose of making a full enquiry into the organization and educational machinery of the Thomason College, with a view both to making any practicable improvements in the course of instruction, and to so extending the college, as to render it adequate for meeting the demands of the Public Works Department in the North-Western Provinces and the Punjab. The report of this committee contained a highly interesting review of the past operations of the college, and a full discussion of the alterations and extensions required for enabling it fully to meet the objects contemplated in its institution.

7. The recommendations of the committee embraced, besides an addition to the number of students in each department, the admission to the benefits of the college of some classes for whom provision had not hitherto been made, such as the artificers on the canal works, or in the Roorkee workshops, through the medium of an evening school, and also the sepoys of the native army. The committee recommended that the officers and also the non-commissioned officers and privates attached to the corps of Sappers and Miners, while resident at Roorkee, should undergo instruction in the departments severally proper to them in the college, and also that young civilians intended for the North-Western Provinces should, previously to their entering on their duties in the public service, attend at the college for six months in order to gain some acquaintance with civil engineering, and thus become qualified, when placed in charge of districts in case of necessity, to undertake, or at any rate to judge, of the execution of works of public improvement required or in progress.

8. The proposals of the committee, supported as they were by the Lieutenant Governor of the North-Western Provinces, received your assent either altogether or with some modification. The arrangements for an extended admission of military students to the college are to be considered and carried out in the Military Department. You did not consider it expedient to compel the attendance of young civil servants at the Thomason College, or to encourage their attendance by the prospect

of any special advantages. But in order to meet the views of the Lieutenant Governor, you authorized the grant, within a certain period after becoming qualified for the public service, of special leave to such young men as might desire it with the view of studying engineering at the Thomason College, or at the corresponding institution at Calcutta, when founded, proper arrangements being made to prevent the indulgence from being abused. We quite concur in the reasons stated by you as the grounds of your decision on this point. The sepoys of the native army had better be confined to the discipline of their regimental duties.

9. You saw reason in the Department of Public Works to dissent from the views of the committee as to the extent of the probable annual demand on the college for individuals qualified for service in the several grades of the department, and you, accordingly, fixed the number of students for whom it had been proposed to make provision at a lower rate than had been proposed by the committee.

10. We entertain, as strongly as ever, the opinion expressed by us in sanctioning the extension of the Thomason College in 1852, that it is most desirable to render the college fully sufficient for the supply to the Department of Public Works of the agency required for designing and superintending the various works to be carried out in the North-West Provinces and the Punjab. At the same time, the institution should be limited to the real necessities of the case; and as additions can at any time be made, when experience shows them to be required, we approve the limitations and proposed additions to the number of students in the several departments of the college.

11. The various recommendations regarding the admission of students, the courses of study, and the general management of the institution, are judicious and proper, but call for no special remark.

12. In submitting the report of the committee to Government, Colonel Boileau, who had acted as president, strongly urged the propriety of increasing the salary of the principal of the Thomason College, both on account of the nature of the duties to be discharged, and with reference to the importance of offering adequate inducements to a qualified officer to retain the appointment instead of looking for promotion. The Lieutenant Governor supported the recommendation of Colonel Boileau; and concurring in the proposal, you "strongly recommend that the salary of the principal be increased from Rs. 600 to Rs. 800 per mensem." We are of opinion that the amount proposed by you is no more than is proportioned to the high position of the Thomason College and to the qualifications required in the principal. We accordingly authorise you to raise the salary of the office to the amount of Rs. 800 per mensem.

XVI.

From the Court of Directors of the East India Company, to the Government of India,—(No. 58, dated 28th April 1858.)

Letter dated 26th January (No. 3) 1857.
,, ,, *23rd March* (,, 6) ,,
,, ,, *20th May* (,, 12) ,,

PARA. 1. These letters severally report your miscellaneous proceedings relating to education for the 2nd, 3rd, and 4th quarters of 1856.

Letter dated 23rd March (No. 6) 1857.

20 to 23. In answer to a reference from the Government of Bombay, as to the principle on which grants-in-aid should be made to schools in "political districts" administered by British officers, it was intimated that if such were given to schools in Kolapore or Kattywar or other districts similarly situated, it should be with the consent of the native chiefs, and that the expense should be defrayed from the resources of the district, and not from the revenues of the British Government.

25 to 28. Sanction refused to a proposal submitted by the Government of Bombay for increasing the sum contributed by Government towards the school at Deesa, for the purpose of raising the salary of the head master to such a sum as would secure the services of a master qualified to act also as visitor of schools, on the ground that the duties of schoolmaster and of visitor of schools ought not to be confided to the same person.

4. We approve the answer made to the proposals of the Government of Bombay in these cases.

Letter dated 20th May (No. 12) 1857.

17 to 19. With reference to the refusal of the Bombay Government to interfere in the case of a boy of the Mhar caste, who was refused admission

12. We are of opinion that justice being, as admitted by the Bombay Government and its officers, in favour

into the Government school at Dharwar on the ground of caste, it was intimated that the Bombay Government had probably acted wisely, but that the boy would not have been refused admission into any Government school in Bengal. The satisfaction of Government was expressed that the Government of Bombay had not sanctioned Mr. Erskine's suggestion for the establishment of "low caste" or "common" schools.

of the admission of boys of all castes into the Government schools, no exclusion solely on the ground of caste should be allowed. The educational institutions of Government are intended by us to be open to all classes, and we cannot depart from a principle which is essentially sound, and the maintenance of which is of the first importance. It is not impossible that, in some cases, the enforcement of the principle may be followed by the withdrawal of a portion of the scholars, but with regard to the assumed unwillingness of the wealthier classes to contribute to the establishment of such schools, it is sufficient to remark that those persons who object to its practical enforcement will be at liberty to withhold their contributions, and to apply their funds, if they think fit, to the formation of schools on a different basis.

20 to 23. Also education letter, dated 10th October (No. 21) 1857.

Correspondence regarding the professorship of geology in the Presidency College, Calcutta.

13. The services of Dr. Leibig, professor of geology and natural history in the Presidency College, having been transferred temporarily to the Mint before he had entered on the duties of his professorship, Mr. * *, one of the assistants in the Geological Survey, was engaged to give a course of lectures on geology and mineralogy in the session 1856-57.

14. A very small number of students was found to attend these lectures, and it was thought that a larger attendance was not to be expected in future, if it were left to the option of the students. A knowledge of geology is not required of candidates for the

degree of B. A. in the Calcutta University, and it appears to be the opinion of the principal and of the late officiating principal of the college that, even without the study of geology, the time of the college students is occupied fully as much as is desirable. Under these circumstances, and arrangements having been previously made at the Medical College for giving instruction in animal physiology, which, as originally intended, would have fallen to the lot of the professor of geology and natural history, you have decided that the lectures in geology at the Presidency College shall be discontinued, and that the professorship shall, at least for the present, be abolished.

15. We are not satisfied of the propriety of this decision.

16. In any case provision must be made for affording instruction in practical geology to the students of the College of Civil Engineering at Calcutta, a knowledge of the subject being essential to an efficient course of instruction at that institution. The fact that candidates for the degree of B. A. are not required to undergo an examination in geology, is not, in our opinion, a sufficient reason why the opportunity of becoming acquainted with that science should not be afforded at an institution which professes to afford the means of a liberal education of the highest order. And as regards the assumed failure of the experiment, we cannot think that a fair trial would, under any circumstances,

have been afforded by the delivery of a single course of lectures; and in the present case it may be presumed, without the risk of injustice to Mr. * *, that the attendance would have been much larger had the lectures been delivered by Dr. Leibig.

17. It is accordingly our desire that the professorship of geology should be re-established, and that the services of Dr. Leibig should be made available for the office, an arrangement which we think may be carried out at once, without prejudice to the duties entrusted to Dr. Leibig at the Mint.

26. A grant of Rs. 80 per mensem sanctioned, in aid of the funds of a female school established by private subscriptions at Dacca, conditional on Rs. 50 per mensem continuing to be supplied from private resources.

20. We sanction the amount granted towards the support of this school, on the special condition prescribed in this case, because it is probable, as represented by the officers of the department, that the subscriptions from the native community in aid of female schools will be, for some time to come, very limited.

27. Report of the proceedings of the trustees of the Lucknow Martiniere Charities for 1854-55 and 1855-56.

21. It is not necessary for us to notice the proceedings of the trustees in the administration of the general charities and endowments under their charge.

22. With regard to the college, there appears from the report of 1854-55 to have been a great want of zeal and interest in their studies on the part of the pupils, and the inference would seem to be that this was to be attributed to an absence of energy and ability in the masters. Several practical changes were, however, introduced in the following

year by the late principal, Mr. Clint, including great strictness in the enforcement of regular attendance, and a new classification of the English department. It is hoped that these changes will have a good effect, but it is thought that the education at the college would be more valued if a school fee were required from the non-foundation pupils. We do not doubt the expediency of this suggestion, and hope that it may be carried into effect. With reference to the remarks of the present principal, as to the disadvantage under which the pupils labor from the want of instruction before entering the college, it would seem desirable that some provision should be made for the instruction of boys at the lowest age at which they could be expected to attend school, either by means of a new primary school or by the formation of children's classes at the college. We apprehend that the funds of the charity are fully sufficient for the small additional expense which this would entail and that the Supreme Cou[rt] would, without hesitation, give its sanction to the measure.

23. With reference to th[e] visits which were paid to th[e] college by the late chapla[in] of Lucknow, Mr. Kirwan, f[or] the purpose of imparting r[e]ligious instruction to t[he] Christian boys, and which a[re] stated to have been producti[ve] of much benefit, the attenti[on] of the trustees should be call[ed] to the subject, with a view [to] some permanent arrangeme[nt] being made, by which in d

conformity with the will of the testator, the means of religious instruction might be secured to the children of Christian parents who are residents at the institution.

XVII.

From the Court of Directors of the East India Company, to the Government of India,—(No. 86, dated 22nd June 1858.)

PARA. 1. We now reply to the narratives of the proceedings of the Lieutenant Governor of Bengal, relating to education, for the 3rd and 4th quarters of 1856, forwarded respectively in your letters, dated 12th January (No. 1), and 5th May (No. 9) 1857.

Narrative for the 3rd quarter of 1856, dated 1st December (No. 35) 1856.

19, 20. A proposal sanctioned to reduce the courses of lectures in anatomy and physiology to a minimum of seventy each, in accordance with the practice in the other departments of study in the Medical College.

8. Approved.

35. Also para. 30 of narrative for the 2nd quarter of 1857.

Correspondence relating to the question of substituting the Assamese for the Bengali language in the Government schools in Assam.

11. We have read with interest, and with the attention which the subject so well deserves, the correspondence in which the respective advocates of Bengali and of Assamese, as the medium of instruction in the vernacular schools of Assam, have set forth their views.

12. The use of the Assamese language is advocated by the Revd. Mr. Bronson and the other missionaries with whom he is associated, who, regarding the Assamese as an essentially distinct language from Bengali, appeal to the experience of twenty years in support of their position, that the only way to spread education generally throughout Assam is to offer it to the people in their mother tongue. On the other hand, Mr. Robinson, inspector of schools in Assam, considers the Assamese language to be

essentially the same as Bengali, and the difference between the two to be only dialectic. It is alleged by him and by the Commissioner, Colonel Jenkins, that Bengali has, from various circumstances, become known to a large proportion of the population of Lower Assam, and the language of the courts of justice being Bengali, and great facilities being afforded to education by the publication of school-books in that language, it is the strong opinion of these officers that the change advocated by the missionaries is much to be deprecated.

13. There can be no doubt of the importance of limiting, as much as possible, the number of different languages or dialects employed in British India, and of using every legitimate means of promoting uniformity in this respect, through the several portions of our territories. At the same time, we should not be justified, for the sake of these objects, in taking any measures which would have the practical effect of depriving for any length of time a large proportion of the population of the benefits of education and of the civilizing influences which are to be expected from a general system of schools, which the people would willingly attend and in which they would receive instruction suited to their circumstances in life. We do not, however, think it likely that such deprivation of benefit would, as represented by the missionaries, be the consequence of retaining Bengali as the principal medium of instruction in the Government

schools of Assam. And as at present informed, we concur in the refusal of the Lieutenant Governor to sanction the proposed change of language, agreeing, however, with Mr. Gordon Young, that the Assamese dialect should be permitted to be used by the boys in some of the lowest classes for a certain period after their admission to the schools.

14. The statements of Mr. Robinson are defective, as affording no information as to the number of scholars of the lower classes attending the Government schools, in comparison with the number in the mission schools. We desire that a report on this point, so important in its bearings on the question at issue, may be required from Mr. Robinson and forwarded to us.

36. A proposal for the establishment of a school for the children of dacoit approvers in the compound of the Dacoity Commissioner was approved at a cost of Rs. 75 for the construction of a building and of Rs. 28 per mensem for an establishment.

15. We entirely approve this measure, the result of which, we hope, may be as favorable as that of the measures so successfully taken in respect to the children of thug approvers.

39 to 44. Also para. 28 of narrative for the 2nd quarter of 1857.

Schemes sanctioned for promoting the sale of the vernacular and other cheap books of the Calcutta School Book Society to the lower classes in certain districts of the Bengal presidency.

16. By the plan, which Mr. Gordon Young seems to think best fitted for the circulation of cheap books throughout the presidency generally, the sub-inspectors of education are to be constituted agents of the School Book Society, and the books received by them are to be entrusted for sale to subordinate agents, whose remuneration is to consist of the discount of 10 per cent allowed by the Society. A charge is, however, to be borne by Government on account of the salary of a mohurrir to

assist the sub-inspector in keeping the book accounts. We approve this arrangement.

Narrative for the 4th quarter of 1856, *dated* 25*th March* (*No.* 7) 1857.

5. Statements of adjusted receipts and disbursements of the Education Department for the official year 1854-55.

23. The expenditure, we observe, amounted to Rs. 7,01,371, being Rs. 24,489 in excess of the expenditure of the year 1853-54, which was Rs. 6,76,882.

10 & 11. Correspondence respecting the form of the statements of the actual receipts and expenditure of each college and school under the Director of Public Instruction.

25. In the annual statements of receipts and expenditure, the amount of public money actually paid should alone form part of the accounts. If desired by the Director of Public Instruction, there is no objection to showing the amount of the old assignments in a separate column, but in that case it must be understood that the amount is the extreme limit of expenditure on the particular college or school; and that the exhibition of the amount is not to be taken as authorizing any departure from the principle laid down for the regulation of expenditure in the Department of Education, and which was correctly stated in the letters of Mr. Drummond.

17. At the suggestion of Mr. Gordon Young the general control of the Medical College Hospital, heretofore exercised by the Directors of Public Instruction, was transferred to the Medical Board.

27. The control of this hospital is evidently most properly vested in the chief medical authority of the presidency.

20. In reply to a proposal to extend the grant of pensions to the masters of the Nizamut College and School, it was intimated that the Lieutenant Governor was not prepared to extend the Government system of pensions to the Nizamut Deposit Fund, but that he ɔuld be ready to consider favorably any case which might actually arise.

30. We apprehend that, with the advantages in respect to pensions now enjoyed in the Department of Education under Government, efficient teachers are not likely to take employment at the Nizamut College, or at any rate to remain there for any length of time, unless

similar advantages are secured to them, unless, indeed, compensation is given in the shape of larger salaries. We believe that both efficiency and economy would be promoted by the extension of the Government pension regulations to the case of those employed at the Nizamut College, and we recommend that the subject be reconsidered.

21. A scheme of prizes to be awarded to the successful students of the Nizamut College at the annual examination approved, and Rs. 400 for the purchase of the prizes (chargeable to the Deposit Fund) sanctioned.

31. Approved.

32 to 34. A proposal for elevating the status of the Ooterparah school to that of a Government collegiate institution was made by Baboos Joykissen and Rajkissen Mookerjee, who offered to raise their subscription from Rs. 100 to Rs. 200 per mensem, as well as to pay half the cost of the additional buildings required. The Lieutenant Governor declined to submit a proposal to the Government of India which involved so large an increase of cost, and observed that if the inhabitants of the rich and populous district about Ooterparah were desirous of increased means of education, they should themselves raise funds in aid of the project.

37. We are of opinion that a collegiate institution cannot be required at a place within so short a distance, as Ooterperah, of Calcutta and Hooghly, where the Presidency and Hooghly Colleges afford ample means of education of an advanced character. The formation of a high school proposed in 1853 would meet all the requirements of the case; and the cost of such an institution need, we apprehend, be comparatively little in excess of the present expenditure.

38. We desire that you will bear in mind the great financial difficulties to which we are now exposed, and that you will not on any account sanction any increase of expenditure in any part of India in connection with education without our authority previously obtained.

XVIII.

From the Court of Directors of the East India Company, to the Government of India,—(No. 121, *dated* 18*th August* 1858.*)*

Agra supplementary narrative for the 3rd quarter of 1855, paras. 1 to 211 and 251 to 414.
Narrative for the 1st quarter of 1856, paras. 136, 144 and 145, and narrative for the 2nd quarter of 1856, paras. 141 to 319.
Constitution of the Department of Education in accordance with Court's orders of July 1854.
Reports on Public Instruction and on the separate Educational Institutions of Government in the North-Western Provinces for 1854 and 1855.

PARA. 1. Much of the correspondence relates to the appointment of a Director of Public Instruction; the formation of the establishments requisite for carrying out the extended scheme of general education to be provided for under our recent orders; the rules for grants-in-aid, and the sanction to an extension of the new plan of vernacular education throughout all the districts of the North-Western Provinces. All these proceedings have come under our consideration in the course of our direct correspondence with your Government. They, therefore, call for no remark in this p ace.

2. The remarks of the Lieutenant Governor on the scheme of the committee for preparing a constitution for the universities of India were duly considered by us when preparing our despatch on that subject dated this day, No. 123.

3. Any remarks which we might have had to make on the reports on the general state of education in the North-Western Provinces in 1854 and 1855, have been in a great measure rendered unnecessary by the sanction which we have from time to time given to measures for removing defects, and for introducing improvements, on the various points to which attention was directed in the reports. The most important question of a general nature which has remained undecided relates to the manner in which provision may best be made for the educational wants of the numerous towns in the North-Western Provinces containing a population above 5,000. There are stated to be 231 cities and towns with a population of from 5,000 to 170,000, their aggregate population being 3½ millions; and no general plan for supplying the means of education at these towns has yet been decided on. A scheme was proposed by Mr. Reid for the establishment of schools, on a plan by which, while the greater part of the primary charge would fall on Government, a powerful inducement would be held out to the masters to increase the number of scholars, and means of education would eventually be afforded to large numbers at a small proportionate cost to the State. No orders on the scheme, so far as we are informed, were passed by the Lieutenant Governor.

4. The results of the measures authorised by us in 1854 for the extension of general education could not be expected to be exhibited in

the report for the year 1855, the latest period for which any report has been furnished to us. Up to that time the system of grants-in-aid had been only partially carried out, though the rules on which the grants were to be made had been approved. The hulkabundee schools were still only in course of gradual introduction, and sanction had not then been given, as has since been done, to the extension of tehseelee schools to all the districts of the North-Western Provinces. Under these circumstances, we can only express our gratification at the statement of Mr. Reid, that no opposition to education existed on the part of the general population, and the hope that when circumstances shall allow of active operations being resumed, the measures which have been sanctioned will be attended with a large amount of success.

5. The remark made in para. 3, regarding the reports on general education, applies also in a high degree to the case of the Government anglo-vernacular institutions; various proposals for promoting the efficiency of those institutions, including those for improving the curriculum of study and for increasing the establishment of teachers in some cases, having been disposed of in the course of our previous correspondence.

6. The abolition of the study of Sanscrit in all these institutions, excepting those at Benares and Ajmere (at which last place also it was afterwards abolished on the recommendation of Dr. Hall), and the discontinuance of a study of Hindee, as a separate language, in all the institutions, except the Benares College, and the Ajmere and Saugor schools, were proposed by Mr. Reid, in pursuance of the general plan on which his scheme of study for the anglo-vernacular institution was framed, and also on account of the inutility of teaching Sanscrit, except under peculiarly favorable circumstances, such as are afforded by the presence of such a scholar as Dr. Ballantyne at the Benares College. As regards Hindee, the Lieutenant Governor, in his orders of 21st June 1855, approved of the abolition of its study "as a separate language in all the institutions but Benares and Ajmere, and possibly in Saugor," but in his letter of 19th April 1856 he remarks that "it might be confined to the school department of all institutions excepting Benares and Ajmere," from which it would appear that the order of June 1855 had not been acted upon. We observe that instruction is still to be given in the Nagree character, so that the pupils may be qualified to read and write so much Hindee as may hereafter be required of them as Government officers.

Agra College. | Benares College. Delhi College. | Bareilly College.

7. The reports of the principal, confirmed by the remarks of Mr. Reid, the Director of Public Instruction, give a favorable impression of the institutions noted in the margin. The number of students at each of the four colleges in 1854-55 was larger than it had been in 1853, excepting at Agra, where there was a slight decrease in 1855, and this result had been attained notwithstanding the enforcement of a stricter discipline generally, and, in the case of the Delhi College, the introduction of a system of entrance

payments, and the more punctual requirement of the monthly tuition fees. The state to which the Bareilly College had been brought by the late Mr. Tregear, whose untimely death during the mutiny at Delhi we deeply deplore, appears to have been most efficient, and the gratifying fact is stated that nineteen of the higher students had been willing to enter, and had been found qualified for admission into, the Thomason Engineering College at Roorkee. The Benares College, under the zealous and accomplished principal, Dr. Ballantyne, and his efficient staff of assistants, maintains its position. We notice with gratification the terms in which Mr. Reid mentions the class of pundits at that institution in training for the mastership of village schools.

8. The reports of the Saugor and Ajmere schools were not of so satisfactory a character, but it was hoped that under the present efficient head masters, Mr. Wiggins and Mr. Hall, the schools would attain that degree of excellence which the circumstance of their being the central educational institutions of extensive and important tracts of country, renders peculiarly desirable.

9. In consequence of the delay hitherto caused by printing the annual reports of public education, and with a view to put us in possession of earlier information on the subject, it was resolved that in future the reports on the various Government educational institutions shall be included in the quarterly narratives, and sent to us in manuscript.

10. The delay which has hitherto taken place in the transmission to us of the reports in a printed form is a serious public inconvenience, and on the supposition that such delay cannot be lessened, we approve the intention above referred to. We cannot but think, however, that the long period which has hitherto been occupied in printing the reports may be greatly lessened, and, as it is much more convenient to receive the reports in print than in manuscript, we direct that the subject may be reconsidered. In any case, it will be desirable that all the reports should be submitted to us at the same time, and accompanied by the remarks and suggestions which, on a review of the operations of the year, the Director of Public Instruction may think it necessary to record.

XIX.

From the Court of Directors of the East India Company, to the Government of India,—(No. 123, dated 18th August 1858.)

PARA. 1. With your letter in this department, dated 31st January (No. 4) 1857, you forward to us, with a copy of your resolution thereon, the proceedings of the committee appointed to prepare a scheme for the establishment of universities in the presidency towns of Calcutta, Madras and Bombay.

2. The committee had been most wisely constituted on a broad and liberal basis so as to include, in addition to the principal officers connected with the administration of public affairs at Calcutta, other gentlemen, both European and Native, known to take a deep interest in the cause of education, many of whom are connected with educational institutions having different objects and characters. This constitution of the committee furnished a security that the subject would be looked at from many different points of view, and that the views of all classes of the European community would be duly consulted, while the opportunity of learning the opinions of the Europeans in our service who have interested themselves in the promotion of education in other parts of India was afforded to the committee through the remarks of the several local Governments which were invited by them before their scheme was finally resolved upon.

3. The committee, not considering it within their province to discuss the constitution of the intended universities or of the Senate by whom their affairs are to be administered, left that part of the subject to be dealt with by your Government, and "addressed themselves exclusively to the system of examination for entrance degrees and honors in the several branches of arts, medicine, law and civil engineering."

4. The scheme of the committee, which was unreservedly adopted by you, is based on the plan of the University of London, and is in all important points exactly in accordance with the instructions conveyed, and the views expressed, in our despatch of the 19th July 1854. The details of the scheme were prepared expressly for the University of Bengal, but in its general scope it was held applicable to the intended Universities at Madras and Bombay.

5. Under this scheme provision is made for the admission of all candidates not being under 16 years of age, who may pass the prescribed entrance examination; for their examination for the degree of bachelor of arts, after going through a course of instruction in one of the institutions affiliated to the University fcr four (or in special cases for three) years; for the examination for honors of those who have passed

for the B. A. degree; and for the grant to those who have passed such honor examination of the degree of master of arts.

6. We have to express our concurrence in the conclusions of the committee, on which the above arrangements are based.

7. We entirely approve the retention for degrees in arts of the nomenclature employed to indicate similar distinctions in the universities of this country. Sound reasons, we think, are stated for requiring an entrance examination and for limiting the benefits of the University, at least for the present, to the students at those colleges and schools, whose course of study and general management may point them out as entitled to recognition and affiliation by the Senates, and we think it a convenient arrangement that the degree of M. A. is to be granted on passing the examination for honors in arts, and without the necessity of a separate and distinct examination.

8. On the important question of the standard of examination, we approve the view taken by the committee in proposing for the B. A. degree a standard somewhat higher than was contemplated in our instructions on the subject. In addition to the arguments used by the committee in support of their recommendation in this respect, it is obvious that, in according to those who obtain degrees in the universities of India the titles enjoyed by the graduates of English universities, the Government is bound to require an amount of qualification in those admitted to degrees in India, at least corresponding with the standard of acquirement fixed for similar distinctions in this country. So clear indeed is the connexion between the questions of titles and of standards of qualification, that the committee urged the essential identity of the qualifications required for degrees, as an argument for the use in India of the terms employed to designate those obtaining such distinctions in the English universities.

9. We are unable, however, to assent to the reasoning which led the committee to refrain from fixing a minimum of qualification which should entitle a candidate to the degree of bachelor of arts. It appears to us that the arguments in favor of a high standard referred to in the preceding para. lose almost all their weight, if the standard fixed is known to be only "the maximum," and if it is acknowledged that a degree may be obtained on passing a test much lower than that indicated as the standard, such lower test, moreover, being left to be fixed "by the examiners acting under the instructions of the Senate" in each case. On this point we entirely concur in the remarks recorded by your Government, and we are of opinion that steps should be taken for obtaining an authoritative declaration of the nature and extent of the acquirements which, allowing for the difference which must naturally be expected in the application of the test by the examiners, will be indispensably required in candidates for the degree of bachelor of arts.

10. The determination to admit among the subjects of examination for honors in the mental and moral sciences the Evidences of Revealed Religion as contained in Paley's Evidences and Butler's Analogy

seems to have been arrived at by the committee principally with reference to those schools which will probably be affiliated to the University, where a considerable portion of the time of the students is taken up with subjects which would otherwise avail them nothing in their competition for University honors. The recommendation was cordially agreed to by your Government. We do not overrule your decision on the point so far as to prohibit the examination of students in the books above mentioned, if they should express their wish to be so examined; but we desire that the position of a candidate for honors in the list of competitors may solely be assigned to him in consideration of his proficiency in the four subjects in which examination is compulsory.

11. In conformity with the views formerly expressed by us, it is intended that in addition to degrees in arts, special degrees shall be conferred in the universities in the several faculties of medicine, law and civil engineering.

12. The degree of licentiate in medicine and surgery will be conferred on any candidates who, after having passed the University entrance examination in arts, shall have been engaged for five years in the study of their profession in a recognized school of medicine, and shall pass the examination prescribed for the degree of licentiates. Candidates for the degree of doctor of medicine will be required to have previously obtained the degree of bachelor of arts, and to have passed two years in the practice of their profession subsequently to their having taken the degree of licentiate.

13. In the faculty of law as in that of civil engineering, one degree only is to be taken, as a necessary condition, of which candidates must have previously taken the degree of bachelor of arts, in one of the universities. The candidate may come up for examination for the degree of bachelor of laws after the lapse of one year from the time of passing the B. A. degree, provided he has also attended lectures on law for two other years. For the degree of master of civil engineering a four years' course of professional study is required.

14. The arrangements for regulating the grant of degrees in the three special faculties seem to have undergone careful consideration from officers well qualified to form a sound judgment respecting them. We approve the general principles on which they are founded, and specially the requirement of a degree in arts as a test of the possession of a good general education by the candidates for degrees in law and civil engineering and for the higher degree in medicine.

15. The question was raised whether a degree in law shall be made a condition of admission to the bar or to the judicial service of Government. You very properly decided that the arrangements for the grant of a degree in law at the University should be made without reference to this point. The question, however, is one which must be decided at some future time with reference, as you remark, "to the consideration of which may most conduce to a sound administration of the law." It will be for you likewise to consider whether and to what

extent the obtaining of the degrees of doctor of medicine and of master of civil engineering shall secure the advancement of the successful candidates in those several branches of the public service.

16. It was necessary that some arrangement should be made for the purpose of securing a general uniformity in the universities of India, especially in regard to the degree of acquirement required as the condition of academical distinctions. We approve, therefore, of your resolution, that the proceedings of the Senates of the several universities shall be submitted to your Government, and that all bye-laws and regulations shall receive your sanction. But agreeing with you, that in all probability "the several universities may differ from each other in respect to the particular branch of learning which each must most successfully cultivate, and that with time each will assume a distinctive character and merits of its own," we are of opinion that your interference should be limited, as much as possible, to questions of principle, and that, except for the purpose "of preserving a general harmony of constitution," you should leave the management of the universities to the several Senates and the subordinate Governments who, from their acquaintance with local wants and circumstances, will be in the most favorable position for dealing with the several questions which may arise.

17. We do not think it necessary to enter at greater length on a review of your proceedings on this interesting and important subject. We have only, therefore, to express in conclusion our high sense of the care and attention which was evidently bestowed by the committee on the preparation of their scheme, and of the ability, knowledge and good judgment by which their proceedings are distinguished.

18. We observe that the Act for the incorporation of the University of Calcutta (No. 2 of 1857) received the assent of the Governor General on the 24th January 1857.

XX.

From the Court of Directors of the East India Company, to the Government of India,—(No. 150, dated 1st September 1858.)

PARA. 1. We now reply to the undermentioned letters and paras. relating to education, received by us in other departments; *viz.*:—

Public Works letter dated		31st July	(No. 41)	1856,	paras.	13 to 19.
Ditto	ditto	29th January	(„ 5)	1857	„	3 to 12 & 85.
Ditto	ditto	30th March	(„ 15)	„	„	43 & 44.
Ditto	ditto	6th August	(„ 45)	„	„	29 to 41.
Ditto	ditto	10th November	(„ 65)	„	„	38.
Ditto	ditto	8th December	(„ 68)	„		
Military	ditto	2nd June	(„ 169)	„	paras.	91 & 92.
Bengal Public Works narrative for 3rd quarter of				1856	„	27 & 28.
Ditto	ditto	4th	„	„	„	117 to 119.
Ditto	ditto	1st	„	1857	„	43 to 47.
Ditto	ditto	January		1856	„	16 & 17.
Bengal Political narrative for 2nd quarter of				„	„	22.
Ditto	ditto	3rd	„	„	„	24 to 28.
Ditto	ditto	1st	„	1857	„	16.
Ditto	Judicial narrative for October			1855	„	7 to 9.

Public Works Letter, dated 30th March (No. 15) 1857.

43 and 44. On the recommendation of the Government of Bombay four scholarships were sanctioned in the engineering school at Kurrachee, at a total cost of Rs. 30 per mensem.

7. Approved.

Military Letter, dated 2nd June (No. 169) 1857.

91 and 92. Payment sanctioned of an allowance of Rs. 10 per mensem to the moonshee of the Lawrence Asylum for the instruction of the students of the normal school in Hindoostanee, and of an extra allowance of Rs. 80 per mensem to the master of Method for teaching the soldier students, provided the number of such students in the model school approached that which was contemplated when the grant was first proposed.

9. These payments seem to be in accordance with the plan previously sanctioned for the establishment of the normal school for training masters of regimental schools, in proximity to the Lawrence Asylum.

Bengal Public Works Narrative for January 1856.

16 and 17. A monthly Magazine in the Oorya language having been projected by Mr. Lacey, Oorya Translator to Government, with a view to the diffusion of information among the people of Cuttack, a subscription for 50 copies was sanctioned by Government for the purpose of distribution among the Government native officers of the division.

12. Approved.

Bengal Political Narrative for the 2nd Quarter of 1856.

22; also Narratives for the 3rd quarter of 1856, paras. 24 to 28, and for the 1st quarter of 1857, para. 16.

Establishment of schools in the territories under the administration of the Superintendent of Tributary Mehals in Cuttack.

13. We approve the sanction given to the establishment of schools, and the additions made to the salaries of teachers, in the cases here reported. We are not aware, however, of any reason for your Government having undertaken a portion of the cost of the school very properly established at Etamatty, the head quarters of the tehsildar administering the affairs of Nyaghur. The estate has, we presume, been by this time entirely relieved from the debt which encumbered it, when it came under the management of our officers; and the revenues seem sufficient to bear the whole expense (Rs. 20 per mensem) of the school sanctioned for the sudder station.

Bengal Judicial Narrative for October 1855.

7 to 9. It was proposed by Captain Agnew, Principal Assistant and Collector of Gowalparah, with a view to the prosecution of education among the Garrows, that the Garrow interpreters attached to the haut thannahs should be abolished, and that from the saving thus effected, an increase of pay should be granted to the mohurrirs already attached to the hauts, and to two other mohurrirs to be appointed to other stations who should act as

14. We desire to be informed of the result of this experiment.

school-masters at the places where they may respectively reside. The arrangement which likewise provided for the appropriation of Rs. 12 monthly to the purpose of purchasing books and stationery was sanctioned experimentally for one year,

XXI.

From the Secretary of State for India, to the Government of India,—(No. 4, dated 7th April 1859.)

PARA. 1. The time seems to have arrived when some examination may be instituted into the operation of the orders despatched from this country in 1854, for the prosecution of measures on a more extended scale for promoting education in India. Such an examination seems more especially required, since the measures, and particularly the more recent measures, of Government for the promotion of education have been alleged to be among the causes which have brought about the recent outbreak in the army of Bengal, and the disquietude and apprehension which are believed to have prevailed in some portions of Her Majesty's Indian territories.

2. I have caused the records of the Department of Education to be examined, in order to trace the operation of the measures prescribed by the orders of the Home Authorities of July 1854, and to ascertain whether any grounds can be discovered for the allegation and impression referred to; and I now proceed to state the results of the examination thus instituted, as the basis of the remarks which I shall have to offer on the subject, and of the further inquiries which appear necessary before Her Majesty's Government can arrive at a conclusive opinion on some of the questions involved in it.

3. The improvement and far wider extension of education, both English and vernacular, having been the general objects of the despatch of 1854, the means prescribed for the accomplishment of those objects were the constitution of a separate department of the administration for the work of education; the institution of universities at the several presidency towns; the establishment of training institutions for raising up teachers for the various classes of schools; the maintenance of the existing Government colleges and schools of a high order, and the increase of their number when necessary; the establishment of additional zillah or middle schools; increased attention to vernacular schools for elementary education, including the indigenous schools already existing throughout the country; and finally, the introduction of a system of grants-in-aid under which the efforts of private individuals and of local communities would be stimulated and encouraged by pecuniary grants from Government in consideration of a good secular education being afforded in the aided schools.

Formation of an Educational Department.

4. The first step taken in execution of the Court's instructions was the formation of the establishments by means of which the desired extension was to be given to the work of education. An officer with the title of Director

of Public Instruction was accordingly appointed to each of the presidencies and lieutenant-governorships, and to the Punjab, to whom the superintendence of the work of education was entrusted; and under these officers a staff of inspectors and sub-inspectors was organised, who were in effect to act in their several spheres as the local representatives of the Director. The annual cost of these controlling establishments is approximately shown in the margin.

Authorized establishments.

Bengal	Rs.	13,711	per mensem.
N. W. Provinces	,,	8,115	,,
Punjab	,,	5,335	,,
Madras	,,	8,821	,,
Bombay, including Sind	,,	8,926	,,
	Rs.	44,908	
	or Rs.	5,38,896	per annum.

5. As regards the persons by whom appointments in the Department of Education are to be held, it was thought by the Court of Directors that the first heads of the department, as well as some of the inspectors, should be members of the civil service, both to show the importance attached to the subject of education, and the estimation in which it was desired that the officers of the department should be held, and because among the members of that service the best qualified persons would be most likely to be met with. But at the same time it was directed that none of the appointments should be reserved for members of the covenanted service, to the exclusion of others, either Europeans or natives, who might be better qualified to fill them; and the great importance was pointed out of selecting persons not only qualified for the duties of the department, but calculated also to command the confidence of the natives. The spirit of the instructions of the Court of Directors, with regard to the classes from whom the officers of the department were to be selected, appears to have been duly observed. In Bengal, the North-Western Provinces, Madras and Bombay, members of the civil service were, in the first instance, appointed Directors of Public Instruction, and the several appointments of inspectors were filled indiscriminately by civil servants, military and medical officers, and individuals unconnected with any of those services. In the Punjab, the office of Director has, from the first, been held by a gentleman who was at the time of his nomination in the military service, but who retired from the army immediately on appointment. In Bombay, the first Director, Mr. Erskine, has been succeeded by a gentleman who was previously a practising barrister, and among the present inspectors, it is believed that there are not in all the presidencies more than two or three members of the civil service.

Establishment of universities.

6. The universities have been constituted, as desired by the Court, on the general plan of the University of London: the scheme provides for an entrance examination for the training of the passed candidates at affiliated institutions; for the grant of degrees in arts, medicine, law and civil engineering; and for the examination for honors of those who have obtained the degree of bachelor of arts, the passing of which will carry with it the higher degree of master of arts.

7. At the first entrance examination to the Calcutta University, held in March 1857, 162 candidates successfully passed the test for admission, of whom 113 were pupils from Government colleges and schools, and 45 from institutions supported by individuals or associations, the remaining 4 being masters in Government schools. At the examination for degrees in April 1858, two degrees of bachelor of arts were conferred, there having been 13 candidates. At the entrance examination held about the same time, 111 candidates out of 464 were admitted into the University. These results led the faculty of arts to propose some changes in the subjects and standards of the several examinations, the object being to reduce the severity of the tests to be passed. The alterations were proposed, and were apparently sanctioned by Government, on the ground that the tests for degrees, as originally fixed, were too high to be compatible with the object of the University entrance and degree examinations, which was to pass every student of ordinary ability who had fairly profited by the curriculum of school and college study which he has passed through. The constitution of the universities of Madras and Bombay has only recently been completed, and no report of admissions into those institutions has yet been received by me.

Government colleges and schools.

8. Apart from the colleges for special branches of study, such as medicine and civil engineering, there were the following Government colleges in Bengal, when the orders of 1854 were brought into operation, *viz.*, the Presidency College, which had just been remodelled and placed on a footing of great efficiency, the Sanscrit or Hindoo College, and the Madrissa or Mahomedan College, at Calcutta; and colleges at Berhampore, Dacca, Hooghly and Kishnaghur. The Sanscrit College and the Madrissa are specially, and in the first instance were exclusively, intended for the cultivation of Oriental learning; the other colleges are designed for the promotion and advancement of general education through the medium of the English language. In the North-Western Provinces, Government colleges existed at Agra, Delhi, Benares and Bareilly, all of which were constituted to afford education of a high order through the medium of the English language; the study of Sanscrit being cultivated, however, with great success at Benares, and the study of the vernacular forming part of the course at all the colleges. In the Madras presidency, the only Government institution at which education of an advanced character was afforded was the "University," or, as it might more properly have been designated, the High School at Madras. At Bombay, the Elphinstone Institution at the presidency, and the college at Poona, were institutions where the means of education had been provided on a liberal scale by means of English professors of high qualifications.

9. At the anglo-vernacular college in the two divisions of the Bengal presidency, the education may, on the whole, be considered to have been very efficient; the studies pursued take a high range, and the success of the students at the examinations for college distinction

shows that a fair proportion had benefited by the opportunities they had enjoyed, and had attained to a considerable degree of proficiency in the various branches of study. The recent substitution of independent examiners for the professors or other officers attached to the colleges, by whom the examinations were formerly conducted, has not been found to alter the character of the reports, which are still very favorable. No change in the constitution of the Government colleges in Bengal was called for by the Court's orders of 1854, nor, as far as can be ascertained, is there any material difference between the numbers attending the colleges in the Lower Provinces in 1854-55, and those in 1856-57, the latest period for which returns have been received. No reports respecting education in the North-Western Provinces have been received for a later period than the year 1854-55.

10. In Madras, the High School has been remodelled and formed into an institution somewhat resembling the Presidency College at Calcutta; but in consequence of the less advanced state of education throughout the presidency generally, the Madras College does not take so high a range and partakes less of a collegiate character. In the provinces, four provincial schools have been established, which, it is hoped, will eventually be formed into provincial colleges, and which will give an education qualifying for admission into the higher institution at Madras.

11. In Bombay, where provision, as above remarked, was made for imparting an education of a high order in the two Government or *quasi*-Government collegiate institutions, the favorable impressions which formerly prevailed, founded on the reports of the annual examinations as to the results of the course of instruction pursued in them, have recently been much diminished. The students trained in the institutions in question, on being subjected to the test of an examination conducted by individuals unconnected with the colleges, have been found to fail in so many of the most ordinary and essential qualities of well-trained scholars, that it can only be supposed that the reports of former years had led to a very erroneous estimate of the acquirements of the students who had then passed the examination. The disappointment arising from this discovery was felt not only by those who had interested themselves in the promotion of general education, but also by all those classes from which the students of the colleges in question have been heretofore supplied; and the result has been a great falling off in the attendance at both the Elphinstone Institution and the Poona College. Efforts have been made to remove this feeling, as well as to improve the course of instruction in the colleges, and it is understood that the number of students is now gradually increasing. It may be remarked that the failures thus brought to light resulted from a course of instruction arranged long before Government assumed the direct control of educational operations at Bombay, and that the exposure of the delusive system pursued was in fact brought about by the more close attention paid to the subject, in consequence of the organization of the Department of Education.

12. It was provided by the scheme of 1854, that below the colleges there should be classes of schools in regular gradation, which should be placed in connection with the colleges, and with each other by means of scholarships, to be held in the superior institutions by pupils gaining them at the schools immediately below them.

English and anglo-vernacular schools.

13. The Government schools next in order to the colleges, and from which the supply of pupils for these institutions would naturally come, are not in all the presidencies formed precisely on the same plan, nor do they in all localities bear the same designation, being denominated respectively provincial schools, collegiate schools, high schools, zillah schools, or merely Government anglo-vernacular schools. In Bengal, the expense of these schools is, for the most part, defrayed wholly from the public revenues, except so far as it may be met by the payments of the pupils, and other small sources of income which arise at some of the schools. In the North-Western Provinces few schools of this class are maintained; the question of the best mode of supplying the large towns generally with schools not having been determined by Government when the recent disturbances broke out. Of the existing schools, the greater number are supported by missionaries, to a few of which grants-in-aid had been made previously to the outbreak of the mutiny. In Madras, four provincial schools and a few zillah schools have been constituted, but education of the character which these classes of schools are designed to afford, is provided to a considerable extent by missionary societies, whose schools, since the grant-in-aid system has been in operation, have been extended and improved by means of grants from Government. In Bombay there are four schools which might perhaps rank with the Madras provincial schools, and which are fitted to prepare pupils for entrance into the colleges; and there are besides Government English or anglo-vernacular schools in many of the districts, corresponding in their general aim and scope with the zillah schools of Bengal.

14. Few additions, except in the Madras presidency, have as yet been made to the number of Government English and anglo-vernacular schools since 1854. The schools, however, are believed to be generally popular, and the numbers attending them show perhaps as great an increase as could have been expected; on the whole, it may be assumed, with respect to this class of schools, that though there is a considerable difference in the efficiency of the schools which it comprises, and though the line which separates it from the class of schools next below it may not be very clearly marked, it nevertheless, so far as the influence of the schools extends, constitutes an effective link in that chain of educational institutions which was the desire of the Court of Directors to render general throughout India.

15. Measures for the extension and improvement of vernacular education had been some time in progress with more or less activity, in different parts of India, when the Home Authorities of 1854 declared their wishes for the prosecution of the object in a more systematic manner, and

Vernacular schools.

placed the subject on a level in point of importance with that of the instruction to be afforded through the medium of the English language.

16. In the North-Western Provinces active measures had been taken by the Lieutenant Governor, the late lamented Mr. Thomason, for the accomplishment of the object. A system had been framed by that gentleman, and brought into active operation, with the full approval of the Court of Directors, which provided for the establishment of a model school at the head-quarters of each tehsildar, for the encouragement of the masters of indigenous schools to improve themselves and to adopt improved methods of teaching, and for the regular inspection of the whole machinery by visitors of different grades, superintended by a visitor general—an office to which a highly qualified civil servant was appointed. This system had not been extended to all the districts previously to 1854, but it had been attended with such an amount of success that authority was given in 1855-56 for bringing it into operation throughout the whole of the North-Western Provinces. In Bengal, a number of vernacular schools, had been established several years previously, but whether from the low qualifications of the master, or from the want of responsible superintendence, they had failed to obtain popularity, and were in gradual course of abandonment. In Madras, in the same manner, some vernacular schools, which had been formed during the administration of Sir Thomas Monro, had died out for want of pupils, and the deficiency had not been supplied up to 1854, although a scheme of education had just previously been framed by the Madras Government, very much resembling in its leading features the plan then prescribed by the Court for general adoption. In Bombay, the late Board of Education had succeeded, with limited means, in establishing many new vernacular schools throughout the presidency, as well as in raising to some extent the character of the education imparted in some of the indigenous schools.

17. If it must be admitted that previously to 1854 the subject of vernacular education had not received in every part of India the full amount of attention which it merited, there can be no doubt that, since the wishes of the Home Authorities have been so plainly declared, the officers of the Department of Education, acting under the orders of the several Governments, have spared no pains to bring into operation, throughout the districts entrusted to their superintendence, such measures as appear most likely to place within reach of the general population the means of obtaining an education suited to their circumstances in life.

18. The modes of action which have been adopted in the several presidencies exhibit, however, considerable diversity.

19. In the North-Western Provinces it was found that, although the schools established at the tehseel stations had been very successful, so far as regarded the attendance of the children in those towns, the inhabitants of the surrounding districts had not shared in the advantages

f them to any considerable extent. A system of hulkabundee, or circle schools, had been accordingly devised previously to 1854 for the special purpose of meeting the wants of the agricultural population. Under this system, several villages conveniently situated for the purpose are grouped together, and in a central situation a school is established, which is not to be more than two miles distant from any of the villages forming the circle. For the support of these schools, the consent of the landowners was to be obtained to the appropriation of a small percentage on the amount of the Government revenue, one per cent. being the amount paid, of which half was to be contributed by the landowners and half by the Government. The voluntary consent of the landowners was prescribed as an indispensable condition of the establishment of the system in any locality; and at the time of the outbreak in the North-Western Provinces in 1857, the requisite assent had been given to the scheme in many of the districts, and the sanction of the Home Authorities had been accorded (in 1856) to the proposal of the local Government, that in the re-settlement of the land revenue, the new plan should be universally introduced, and one per cent. on the Government demand should be set apart in all the districts for the support of this hulkabundee system. It was calculated that when all the districts should have been re-settled (which should not have been till 1874), Rs. 4,00,000, or £40,000 per annum, would be available, one-half of which, or Rs. 2,00,000, would be borne by Government.

20. These measures have necessarily been deranged by recent occurrences, and to what extent the machinery may have been brought into renewed action in the districts where order has been re-established, no information has been afforded.

21. In the Lower Provinces of Bengal, several plans for promoting vernacular education have been simultaneously introduced. In some of the districts, Mr. Thomason's plan, founded on the encouragement of indigenous schools by periodical inspection and by rewards, was brought into operation. In others, it was attempted to accomplish the object under the grant-in-aid rules, and in those districts a considerable number of schools have been established on that principle. Great difficulties, however, were encountered in obtaining local assistance and support; and the conclusion arrived at, after the experience of two or three years, by Mr. Pratt, the Inspector, who most perseveringly followed this course of proceeding, was that it was vain to hope to base any general scheme of popular education, at least in the greater part of Bengal, on the grant-in-aid system under the prescribed rules. The Inspector of the Eastern Education Division, Mr. Woodrow, had, *á priori*, arrived at a similar conclusion, and had struck out an altogether different course, to which he had obtained the sanction of Government. The principle of his plan was to make use of the existing indigenous schools, and he proceeded by forming these schools into circles of three, four, or five, and attaching to each circle a well qualified teacher, to be paid by Government, whose duty it would be to go from school to school, instructing village schoolmasters in their duties, and imparting instruction in the higher subjects to the more advanced pupils; encouragement

being given to both masters and pupils by the prospect of small pecuniary rewards. This plan has so far been found very successful, and i is proposed to extend it to others of the educational divisions.

22. In Bombay, the education officers have continued to prosecute the plan previously in force of forming vernacular schools on a partially self-supporting plan; it being intended, however, to introduce gradually the plan of "circle" schools of a somewhat superior class. One peculiarity of the system pursued at Bombay is, that the schools maintained at the joint expense of Government and of the local community are constituted as Government schools, instead of remaining, like those under the grant-in-aid rules, private schools receiving a grant from Government. The question of a change in this respect has been raised by the Government of India, and is still undetermined. In Madras, a plan of popular education was brought into operation in some of the talooks of the Rajahmundry district, resembling very much the hulkabundee system of the North-Western Provinces; but it is admitted that even if the plan could be maintained in Rajahmundry, and in districts similarly situated, it is inapplicable to districts under the revenue system prevailing generally in the Madras presidency. A system has accordingly been lately sanctioned, as an experiment, in some of the Madras districts, based like the plan of Mr. Woodrow in Bengal, on the improvement of existing village schools, and on the encouragement of the schoolmasters to self-improvement, by the promise of a reward to be given in books or in money at the discretion of the Director.

Normal schools.

23. From the time that measures have been taken for promoting the progress of education in India, great difficulty has been experienced from the want of efficient masters for the various classes of schools; masters have from time to time been sent out from England, not only for the higher appointments, but for the charge of middle schools; but it was evident to those engaged in the work of education, that even for this last class of schools it would be impossible, except at an inordinate cost, to supply the requisite number from this country; while, for the vernacular schools, a local supply was manifestly indispensable. A normal class had accordingly been commenced at Bombay, and one had been included in the proposed arrangements at Madras, when the Court's orders of 1854 reached India, enjoining the establishment of normal schools in each presidency, and promising to send out on application trained masters from this country to conduct them.

24. The normal schools which have since been established have been confined almost exclusively to those for vernacular teachers; of these four have been established in Bengal, attended in all by 258 pupils. In the North-Western Provinces, a normal class has been in operation at Benares, at which the masters of vernacular schools in that division attended for instruction and for practice; and sanction had been given,

previously to the outbreak, to the establishment of training schools for vernacular masters at Agra, and at two other places within the provinces. The normal school at Madras has been constituted to furnish masters both for anglo-vernacular and for vernacular schools. It has been placed on an efficient footing, having a model school and a practising school attached to it, and there is every prospect that it will turn out teachers well qualified to give instruction to the several classes of schools which it is designed to supply. No separate training institution has yet been established at Bombay, but normal classes have been formed in connection with the colleges and principal English schools within the presidency, most of which are intended to supply teachers for anglo-vernacular, as well as for vernacular schools.

Female education.

25. It is well known that, even including the results of missionary exertions, little progress has as yet been made with female education in India. The late Mr. Drinkwater Bethune, then President of the Council of Education, established at his own expense a school at Calcutta for Hindoo female children of the higher classes, in 1850; the school was taken up and supported by the Marquis of Dalhousie after Mr. Bethune's death, and on his Lordship's leaving India, it was assumed by Government, and is now supported at the public expense; it was at first attended by about 34 girls, but it did not afterwards show any great signs of vitality. It was placed in 1856 under a special committee of Hindoo gentlemen, presided over by Mr. Cecil Beadon, one of the Secretaries to the Government of India, but no report has been received of the result of this arrangement.

26. The Court of Directors, when sanctioning the assumption by Government of the charge of Mr. Bethune's school, gave their cordial approval to the order of the Government of India, that female education should be considered to be as much within the province of the Council of Education as any other branch of education; and the Court's interest in the subject was further expressed in their despatch of July 1854, in which it was moreover declared that schools for females were to be included in those to which grants-in-aid might be given. Female schools have since been established by the local community at Dacca and at Howrah, for which grants-in-aid have been sanctioned; and girls have been reported to be in attendance at a few of the vernacular schools in the eastern educational division of Bengal, where the Inspector, Mr. Woodrow, has extended to the girls the rewards, on attaining a certain proficiency in the subjects taught in the schools, which are enjoyed by the boys. At one school, Mr. Woodrow stated there were "19 Brahminee girls, all of good parentage," and he added that he had in his indigenous schools more girls than there were in the Bethune and Central Schools together. But though he was sanguine that the number would shortly be greatly increased, he remarked that it would be necessary that the means of instruction for girls should be provided by

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Government, as the people are opposed to the elevation of females from their present degraded position.

27. A movement in furtherance of female education in the Agra district was commenced by the Deputy Inspector of Schools, Gopal Sing, in 1855. The expense was, in the first instance, defrayed entirely from the public funds; "the agricultural classes, though quite willing and ready to make use of the schools, were not then prepared to go further, and to pay the teacher." The schools were attended by scholars of all classes of Hindoos, including a considerable proportion of Brahmins; and of the girls, the age of some exceeded 20 years, the remainder being from 6 years old to 20. The masters were selected by the parents of the scholars, and committees of respectable native gentlemen were formed to exercise a general supervision over the schools, and to arrange for their visitation. The number of schools in the Agra district had risen in January 1857 to 288, and the attendance of the girls was estimated at 4,927. It being desired at that time to carry out the experiment of female education in a more efficient manner, sanction was sought, and obtained, to the assignment of Rs. 8,000 as a direct grant from Government for female schools in the district, to meet an estimated expenditure on 200 girls' schools of Rs. 13,200 per annum, the balance being provided from the hulkabundee cess and from other sources.

28. The movement in the Agra district had, in the mean time, extended to the districts of Muttra and Mynpooree, though the number of schools was in these districts limited. At a female school in the city of Mynpooree, there was an attendance of no fewer than 32 Mahomedan girls of respectable parentage.

29. A few girls' schools have been established in the Bombay presidency. A native gentleman has founded two such schools, on a munificent scale, at Ahmedabad. At Poona, an association of native young men has established three female schools, and one such school has been set on foot by a native gentleman residing at Dharwar. It was the opinion of the Acting Educational Inspector of the Deccan Division, Captain Lester, that "the prejudices against female education were fast disappearing," and that "there will be no more difficulty found in establishing female schools than there is in those for boys."

30. Although the special interest of the Home Authorities and of the several Governments in India, in the work of female education, has been plainly declared, and though there is no reason to doubt that the officers of the department have availed themselves of such opportunities as offered to promote the object, it would not appear that, except in the case of the Agra and neighbouring districts, any active measures have been taken by the Department of Education for the establishment of female schools.

31. The following statement of the numbers attending the several classes of Government colleges and schools, excluding female schools and institutions for special education, has been compiled from the most recent reports :—

Number of pupils in the Government colleges and schools.

	Colleges.	Superior Schools.	Inferior Schools.
Bengal	654	6,071	7,097
N. W. Provinces	1,370	550	6,588
Madras	290	1,331	1,759
Bombay	559	1,215	23,846

But the statement, from the want of adequate information and from defective classification and arrangement, is extremely unsatisfactory. The last report on education in the North-Western Provinces is that for 1854-55; that for Bombay for 1855-56; and those for Bengal and Madras for 1856-57 only. In the returns for the North-Western Provinces, the pupils attending the schools attached to the colleges are included in the numbers attending the colleges themselves; and the same is the case in respect to the Poona College under the Government of Bombay, where even the pupils in the normal classes are included among the numbers attending the college. And again, the pupils in the elementary grant-in-aid schools in Bengal and those in the hulkabundee schools in the North-Western Provinces are excluded from the returns, while, as regards Bombay, the numbers of scholars in the inferior schools are brought into the statement on account of the practice, which has already been noticed, of constituting all schools in that presidency receiving aid from the State as "Government schools," instead of leaving them as elsewhere to local management. The statement is, in fact, for all practical purposes, entirely useless.

32. In addition to the means provided directly by Government for affording education to the different classes of the community, colleges and schools have for many years been maintained with the same object by individuals, associations, or local communities, to some of which allusion has already been made. The liberality shown by the natives, in some instances, in the maintenance of educational institutions, and the benefits which had resulted from the educational efforts of Christian associations, received recognition in the 49th and 50th paragraphs of the education despatch of July 1854, and in the same despatch sanction was given to the principle of grants-in-aid as the best and most effectual mode of calling out private efforts in aid of education to a still greater extent.

Grant-in-aid system.

33. The introduction of this system was authorized from a regard to "the impossibility of Government alone doing all that must be done in order to provide adequate means for the education of the natives of

India," and it was expected that the plan of "thus drawing support from local sources, in addition to contributions from the State," would result "in a far more rapid progress of education than would follow a mere increase of expenditure by the Government, while it possesses the additional advantage of fostering a spirit of reliance upon local exertions, and combination for local purposes, which is of itself of no mean importance."

34. The system, as authorized for India, was to be "based on an entire abstinence from interference with the religious instruction conveyed in the schools assisted," and was to be given (within certain limits) "to all schools which impart a good secular education, provided they are under adequate local management,* are duly open to Government inspection, and are subjected to any other rules which may be prescribed by the Government notifications. In accordance with these views it was suggested that notifications should be promulgated announcing the terms on which grants-in-aid would be made; and that in such notifications the principle of perfect religious neutrality, on which the grants were to be awarded, should be distinctly asserted.

* NOTE.—"This was explained to mean 'one or more' persons, such as private patrons, voluntary subscribers, or the trustees of endowments, who will undertake the general superintendence of the school and be answerable for its permanence for some given time."

35. The injunctions of the Court of Directors, as to the principles on which the grant-in-aid system was to be brought into operation, seem to have been carefully attended to in drafting the rules, in accordance with which the grants were to be made; and every endeavour appears to have been used to carry out in practice the principle of perfect religious neutrality on which the system was declared to be based.

36. The system has been applied in somewhat differing ways in the several presidencies and divisions of territory in India. In some of the educational districts in Bengal, as already stated, it has been extensively brought into operation in connection with vernacular schools, in which cases it has been the native promoters of the school who have sought the grants from Government. In the North-Western Provinces, the assistance of Government was afforded to vernacular education under special regulations, and the "grant-in-aid" system, technically so-called, had, up to the time of the mutiny, been applied only to a few schools affording a superior education.

NOTE.—*Amount of grants-in-aid sanctioned up to 30th April 1857.*

IN BENGAL.

Missionary Schools.	Other Schools.	Total.
Rs. 9,828	Rs. 68,604	Rs. 78,432

per annum.

IN MADRAS.

Rs. 28,597	Rs. 5,615	Rs. 34,210

per annum.

No statements received from the North-Western Provinces and Bombay. In Bengal, the grants-in-aid have been further arranged in a tabular form as follows:—

	Rs.
English Schools	35,916
Anglo-Vernacular Schools	19,850
Vernacular Schools	23,616

In Madras, the grants under the grant-in-aid rules have been, for the most part, made to schools of a higher class; the expenses of such vernacular schools as have yet been provided being met in another way. In Bombay, the information as to the actual carrying out of the system is insufficient to show the classes of schools which have benefited by it.

37. The private institutions for education of a higher order are throughout India, as a general rule, under European management. In the case of many of these institutions the grant-in-aid system has been made use of for the extension and improvement of the means of instruction. The conductors of such schools, both English and anglo-vernacular, have, generally speaking, shown no indisposition to avail themselves of Government assistance on the prescribed terms; and the efficiency and consequent usefulness of the aided schools has by means of the grants been greatly promoted. The higher English schools which have received grants are, for the most part, maintained in connection with missionary bodies, for the obvious reason, that there are few other private schools existing in India at which a liberal English education is afforded. Assistance for the establishment or improvement of anglo-vernacular schools has, on the other hand, been obtained, to a great extent, by natives, either individually, or in association; and in some cases proposals have been made by natives with a view to the formation of higher or collegiate schools, where the instruction was to be conveyed by means of English, though from different causes no such institutions have yet been formed. But while the European managers of schools have freely accepted grants-in-aid from Government, and equal readiness has been shown by the native community to seek assistance in the formation of schools where instruction in English may be afforded, no great alacrity appears to have been shown by the natives in making the necessary local efforts for securing the aid of Government under the grant-in-aid rules for the promotion of vernacular education. It was attempted, as already observed, by Mr. Pratt, in the Southern Bengal Division, to secure the requisite local co-operation, and by dint of great exertion, a considerable number of schools was established. But little value was attached by the general population, in all the Bengal districts, to any education which was not likely, in the opinion of the people, to lead to a Government appointment, and in many of the districts to any education whatever: and Mr. Pratt was in consequence forced to the conclusion that the grant-in-aid system, as carried out under the existing rules, could not be made the basis of any extended system of popular education, these rules being regarded by him as "out of place in a country where the value of education is utterly unfelt by the mass of the people, based as they are on the supposition that the people of this country are so desirous of an improved description of instruction, that they will actually pay not only schooling-fees, but contributions from their private resources." The following remarks of Mr. Woodrow are sufficient to show the concurrence of that gentleman in Mr. Pratt's conclusions: "The poorest classes do not want schools at all, because they are too poor to pay schooling-fees and subscriptions, and because the labor of the children is required to enable them to live. The middle and upper

classes will make no sort of sacrifice for the establishment of any but English schools. Yet the rules in force presume the highest appreciation of education, because based on the supposition that the people everywhere pay not only schooling-fees, but subscriptions for schools. In fact, we expect the peasantry and shop-keepers of Bengal to make sacrifices for education which the same classes in England often refuse to make." The opinion of the Bengal officers, whose remarks have just been quoted, entirely corresponds with that formed by Mr. T. C. Hope, of the Bombay Civil Service, the active and intelligent Educational Inspector of the Guzerat division. That officer has described in strong terms the discouragement and loss of time sustained by him, in his attempts to secure the voluntary consent of the people to the establishment of schools under the grant-in-aid system, and the disappointment which frequently ensues on finding that, when the requisite consent has with difficulty been obtained, persons who have acquiesced in the measure have drawn back from their engagements on being called on for payment of their subscriptions.

38. It would appear from the Education Report of Bengal for 1857-58, which has just reached me in an imperfect shape through an unofficial channel, that the Lieutenant Governor concurs in the doubts expressed by the officers of the department as to the success of the grant-in-aid system in respect to elementary education. "It has been found," he remarks, "that the great mass of the people is not likely to be reached by the present system, the rules apparently presuming greater general interest in the advancement of their inferiors than really exists among the wealthy classes of natives, and larger contributions to the schools than can be afforded by the masses themselves, or are likely to be given for them by their more competent countrymen." At the same time, Mr. Halliday seems to agree in the opinion of Mr. Gordon Young, the Director of Public Instruction for Bengal, that by certain relaxations of the rules, the grant-in-aid system might be made applicable to classes now practically excluded from the benefit of it; but the modifications proposed by Mr. Gordon Young are of such a nature that, if adopted, they would in effect do away with the distinctive characteristics of the system.

39. I now proceed to offer some observations on the facts which have been brought out in the preceding review, and in doing so I shall, as far as possible, follow the order in which the several branches of the subject are placed in the third paragraph of this despatch.

Constitution of the new Department of Education.

40. The Educational Department seems to have been framed in general accordance with the instructions of the Court of Directors. The cost of the new establishments for managing the department is no doubt large, as compared with the expenditure on the direct work of instruction; and though Her Majesty's Government are not

prepared to pronounce it excessive, nevertheless they are desirous that you should review the existing establishments, and carefully consider whether the cost of the controlling establishments bears more than a fair proportion to the expenditure of Government on direct measures for instruction, and whether such cost is properly susceptible of reduction. In considering this question, it must be borne in mind that the duty of the controlling officers is not merely to superintend the institutions directly supported by Government; but that it is the business of the department to exercise a close scrutiny into all the agencies in operation throughout the country for the instruction of the people; to point out deficiencies wherever they exist; to suggest remedies to Government; and bring the advantages of education before the minds of the various classes of the community; to act as the channel of communication on the subject between Government and the community at large; and generally to stimulate and promote, under the prescribed rules, all measures having for their object the secular education of the people. It is evident that a very inadequate opinion would be formed of the value of the agency responsible for these varied duties, from a mere comparison of its cost with that of the existing educational institutions of Government, especially when it is considered that it has been necessary to constitute the controlling establishments at once on a complete footing, while the establishments for direct instruction are naturally of slower growth.

Actual expenditure on education out of the Government Treasury in 1856-57	£233,890
Authorized amount of controlling establishments, which is probably in excess of the sum actually disbursed	£53,890

41. After a full consideration of the grounds on which the Court of Directors formerly gave their sanction, as a temporary arrangement, to the employment of covenanted civil servants in the Department of Education, Her Majesty's Government are, on the whole, of opinion that, as a general rule, all appointments in the Department of Education should be filled by individuals unconnected with the service of Government, either civil or military. It is not their wish that officers now in the department should be disturbed for the sole purpose of carrying out this rule, and they are aware that difficulty might at present be experienced in finding well qualified persons, unconnected with the regular services, to fill vacant offices in the department. But it is their desire that the rule now prescribed be kept steadily in view, and that every encouragement be given to persons of education to enter the educational service, even in the lower grades, by making it known that in the nominations to the higher offices in the department, a preference will hereafter be given to those who may so enter it, if competent to discharge the duties.

Establishment of universities.

42. The establishment of universities was not a measure calculated *per se* to excite apprehensions in the native mind. It did not in fact bring any new principle into operation, being little more than an expansion of the arrangements which had for many years been in operation for testing the powers and attainments of the young men educated in the colleges and

more advanced schools. No teaching of any sort was proposed to be given in connection with the universities, and on the only point in connection with examinations for degrees, in respect to which any difficulty might have arisen, *viz.*, that of reckoning the marks obtained by those candidates for honors who might voluntarily submit themselves to examination in Paley's Evidences of Christianity and Butler's Analogy of Revealed Religion, the Home Authorities determined that such computation should not be allowed, and thus removed all possible ground of misapprehension.

43. No special instructions on the subject of the universities seem at present to be called for.

Training schools.

44. The institution of training schools does not seem to have been carried out to the extent contemplated by the Court of Directors. Her Majesty's Government agree in the remarks contained in the despatch of July 1854, as to the necessity of such institutions for anglo-vernacular as well as for vernacular schools. All reports concur as to the want of trained masters in the schools in which English is taught, and as to the frequent inefficiency of the English teaching from the want of masters well acquainted with the language. It seems to be very seldom found practicable to secure in India the services of competent men, and the engagement of persons in this country appears, at present, the only available means of supplying the deficiency. This is evidently an expensive mode of proceeding, and it may be hoped that at no distant period institutions may be in operation at all the presidencies, calculated to supply masters for all classes of schools, and thus in time greatly to limit, if not altogether to obviate, the necessity of recruiting the educational service by means of engagements made in this country. I request that a definite statement may be furnished of the measures which you may propose to take for this purpose.

Government colleges.

45. The Government anglo-vernacular colleges appear, on the whole, to be in a satisfactory state; and in those cases where defects have been found to exist, measures are in progress for placing the institutions on a better footing.

English and anglo-vernacular schools.

46. The Government English and anglo-vernacular schools seem to be generally in a satisfactory state, and to be not unpopular with the native community. By the order of 1854, the extension of a graduated system of these schools throughout the provinces of India was proposed to be accomplished by the establishment of a limited number of Government institutions of different grades, or preferentially, by the encouragement of schools on the grant-in-aid plan; it being hoped that private schools, aided by Government, would eventually take the place universally of the several classes of Government institutions. I see no reason to make any change in the orders applicable to the class of schools which comes under this heading.

47. It appears that both the difficulties and the importance of female education are adequately appreciated by the officers of the Department of Education, and no present orders respecting it seems, therefore, to be required. But Her Majesty's Government are desirous of being made acquainted with the opinion which you may be led to form as to the genuineness of the change of feeling which appears in some localities to have taken place regarding it, and as to the nature and degree of the influence which may safely and properly be exerted by the officers of the Department of Education to promote the extension of schools for females.

Female education.

48. With regard to vernacular education, it appears that, with the exception of the North-Western Provinces, where provision had been made for the gradual extension of schools over the entire country, by the combined operation of Mr. Thomason's scheme of tehselee schools and the hulkabundee system, no general plan had been decided on in any of the presidencies. It is obvious that no general scheme of popular education could be framed which would be suitable for all parts of India. But in accordance with the course followed in the North-Western Provinces by Mr. Thomason, and in some of the Bengal districts by Mr. Woodrow, it is most important to make the greatest possible use of existing schools and of the masters to whom, however inefficient as teachers, the people have been accustomed to look up with respect.

Vernacular education.

49. The difficulties experienced by the officers of the Department of Education in establishing a general system of popular schools on the basis of the existing rules for the administration of grants-in-aid, has been already referred to. But apart from the difficulty, and in many cases the impossibility, of obtaining the local support required for the establishment of a school under the grant-in-aid system, it cannot be denied that the mere requisitions made for the purpose by the officers of the Education Department may have a tendency not only to create a prejudice against education, but also to render the Government itself unpopular. And besides the unpopularity likely to arise from the demands on the poorer members of the community, made in the way either of persuasion, or of authority, there can be no doubt that the dignity of the Government is compromised by its officers appearing in the light of importunate, and often unsuccessful, applicants for pecuniary contributions for objects which the Government is confessedly very anxious to promote.

Grants-in-aid to vernacular schools.

50. On the whole, Her Majesty's Government can entertain little doubt that the grant-in-aid system, as hitherto in force, is unsuited to the supply of vernacular education to the masses of the population: and it appears to them, so far as they have been able to form an opinion, that the means of elementary education should be provided by the direct instrumentality of the officers of Government, according to some one of the plans in operation in Bengal and the North-Western Provinces, or by such modification of those schemes as may commend itself to the

several local Governments as best suited to the circumstances of different localities. Assuming that the task of providing the means of elementary vernacular education for those who are unable to procure it for themselves is to be undertaken by the State, they are strongly of opinion that the officers of the Department of Education should be relieved from the onerous and invidious task of soliciting contributions for the support of these schools from classes whose means, for the most part, are extremely limited, and whose appreciation of the advantages of education does not dispose them to make sacrifices for obtaining it.

51. As regards the source from which the funds for elementary education should be obtained, it has been, on different occasions, proposed by officers connected with education that, in order to avoid the difficulties experienced in obtaining voluntary local support, an education rate should be imposed, from which the cost of all schools throughout the country should be defrayed. And other officers, who have considered India to be as yet unprepared for such a measure, have regarded other arrangements as merely temporary and palliative, and the levy of a compulsory rate as the only really effective step to be taken for permanently supplying the deficiency.

52. The appropriation of a fixed proportion of the annual value of the land to the purpose of providing such means of education for the population immediately connected with the land, seems *per se* unobjectionable, and the application of a percentage for the construction and maintenance of roads appears to afford a suitable precedent for such an impost. In the North-Western Provinces the principle has already been acted on, though the plan has there been subjected to the important modification that the Government shares the burden with the landholder, and that the consent of the latter shall be a necessary condition to the introduction of the arrangement in any locality. The several existing inspectors of schools in Bengal are of opinion that an education rate might without difficulty be introduced into that presidency, and it seems not improbable that the levy of such a rate, under the direct authority of the Government, would be acquiesced in with far more readiness and with less dislike than a nominally voluntary rate proposed by the local officers.

53. I am desirous that after due communication with the several local Governments, you should carefully consider the subjects just discussed, and should furnish me with your opinion as to the necessity of relinquishing the existing grant-in-aid system as a means of providing popular vernacular schools throughout the country, and as to the expediency of imposing a special rate to defray the expense of schools for the rural population.

Grants-in-aid to English and anglo-vernacular schools.

54. The peculiar objections which have been shown to attach to the grant-in-aid system, when applied to vernacular education, do not appear to extend to it in connection with English and anglo-vernacular schools. The conductors of existing schools of these kinds are generally anxious to obtain grants, and the Government and

its officers are, therefore, not placed in the unbecoming position of unsuccessful applicants for pecuniary contribution towards a public object which the Government is known to be desirous to promote, but which its influence is seen to be unable to secure.

55. On the other hand, the comparatively small number of scholars in the Government colleges and schools sufficiently shows what ample scope there is for every agency which can be brought into the field of educational labor, and the expediency of making use of, and fostering, all such agency as is likely to engage in the work with earnestness and efficiency. There can be no doubt of the great advantage of promoting in the native community a spirit of self-reliance, in opposition to the habit of depending on Government and its officers for the supply of local wants; and if Government shall have undertaken the responsibility of placing within reach of the general population the means of a simple elementary education, those individuals or classes who require more than this, may, as a general rule, be left to exert themselves to procure it with or without the assistance of Government.

56. You are aware that, besides the other advantages of the plan of grants-in-aid, the authority of the despatch of 1854 regarded the system as carrying out in the most effectual manner the principle of perfect religious neutrality, and as solving, in the best practicable way, various difficult questions connected with education arising out of the peculiar position of the British Government in India. If, on the one hand, by the natural operation of the system, grants have been made to missionary societies, assistance has, on the other, been extended to schools under the management of natives, whether Hindoo or Mahomedan. The principles of perfect neutrality in matters of religion, on which the system has been brought into operation in India, have been laid down and promulgated with unmistakeable distinctness in the published rules. The amount contributed to missionary institutions bears but a small proportion to the general expenditure on education, and besides the numerous native schools established under the grant-in-aid system in the Mofussil, the Sanscrit College and the Madrissa are maintained in their integrity at Calcutta, for the exclusive benefit of the members of the Hindoo and Mahomedan communities respectively.

57. But as it has been alleged that, notwithstanding these precautions, jealousy has been excited by the assistance indirectly extended, through the medium of grants-in-aid, to missionary teaching, I am anxious to learn your opinion as to the manner in which, on the whole, the grant-in-aid system operates; as to the necessity of making any, or what, alterations in the existing rules; and as to the feeling with which, in your opinion, it is regarded by the native community in those districts in which it has been brought into operation.

58. The several branches into which the subject divided itself, with reference to the despatch of 1854, have now been examined, and, as far as possible under the circumstances, disposed of; but in referring to you, for consideration and report, the subject of the state and prospects of

education in India, I cannot leave unnoticed the question of religious teaching, and more particularly that of the reading of the Holy Scriptures, in the Government schools.

59. From the earliest period at which the British Government in India directed its attention to the subject of education, all its measures, in consistency with the policy which regulated its proceedings in other departments of the State, have been based on the principle of perfect religious neutrality, in other words, on an abstinence from all interference with the religious feelings and practices of the natives, and on the exclusion of religious teaching from the Government schools. As a necessary part of this policy, the Holy Scriptures have been excluded from the course of teaching, but the Bible has a place in school libraries, and the pupils are at liberty to study it, and to obtain instruction from their masters as to its facts and doctrines out of school hours, if they expressly desire it. This provision is displeasing to many of those who have interested themselves in the education of the people of India, and some of the missionaries especially are much dissatisfied with it, and are desirous that direct instruction in the Bible should be afforded in the Government schools as a part of the regular course of teaching. Some of the greatest friends of native education, however, who are warmly interested in missionary operations, declared themselves, before the Parliamentary Committees of 1853, to be averse to any change in the established policy of Government in this respect. The main argument of these gentlemen rested on the alarm and distrust which would probably be excited by the introduction of religious teaching into the Government schools, even if attendance on the Bible classes were declared to be voluntary. But it was further observed, that it would not be honest to accept the consent of the people themselves to attend the classes, and that it was not probable that the assent of the parents would be given; and it was pointed out that most of the masters in the Government institutions are natives, and that instruction in the facts and doctrines of the Bible, given by heathen teachers, would not be likely to prove of much advantage.

60. It would certainly appear that the formation of a class for instruction in the Bible, even though attendance on it might be voluntary, would at any time be a measure of considerable hazard, and at best of doubtful countervailing advantage; more especially at the present time the introduction of a change in this respect might be found peculiarly embarrassing. The proclamation of Her Majesty, on assuming the direct control of the Government of India, plainly declared that no interference with the religion of the people, or with their habits and usages, was to take place. Now, though in this country there might seem but a slight difference between the liberty enjoyed by the pupils to consult their teachers out of school hours with regard to the teaching of the Bible, and the formation of a class for affording such instruction in school hours to such as might choose to attend it, it is to be feared that the change would seem by no means a slight one to the natives of India, and that the proposed measure might, in a political point of view, be objectionable and dangerous, as tending to shake the confidence of the native community in the assurances of a strict adherence

to past policy in respect to religious neutrality, which Her Majesty has been pleased to put forth.

61. The free resort of pupils of all classes to Government schools, even at times when unusual alarm has been excited in the minds of the natives, is a sufficient proof of the confidence which is felt in the promises of Government, that no interference with religious belief will be allowed in their schools, and this confidence Her Majesty's Government would be very reluctant to disturb by any change of system which might give occasion to misapprehension. They are unable, therefore, to sanction any modification of the rule of strict religious neutrality as it has hitherto been enforced in the Government schools, and it accordingly remains that, the Holy Scriptures being kept in the library, and being open to all the pupils who may wish to study them, and the teachers being at liberty to afford instruction and explanations regarding them to all who may voluntarily seek it, the course of study in all the Government institutions be, as heretofore, confined to secular subjects.

62. It is my intention, in this despatch, to confine my remarks to the subject of general education, and I, therefore, abstain from noticing the means of instruction in the special subjects of medicine, law, and civil engineering, which are afforded in Government colleges at the different presidencies. I will merely remark that, through those institutions, a course of honorable occupation is opened out to those young men who, having obtained a certain amount of general education, apply themselves to any one of the special subjects of study and go through the prescribed examination. Some of the institutions have been in operation for many years, and a large number of the native youth who have passed through them are engaged in the public service, and others are prosecuting the practice of their profession on their own account.

63. I am happy to add that inducements to self-improvement are not confined to such special employments. It has long been the object of the several Governments to raise the qualifications of the public servants even in the lowest appointments, and, by recent orders, no person can, without a special report from the appointing officer, be admitted into the service of Government on a salary exceeding Rs. 6 per mensem, who is destitute of elementary education; and elaborate rules have been framed, by which a gradually ascending scale of scholastic qualification is required in those entering the higher ranks of the service. It may be anticipated that many years will elapse before a sufficient number of educated young men are raised up in India to supply the various subordinate offices in the administration in the manner contemplated by the new rules. 1.2.3.4.5.6.7.8.9.10.

64. It is the desire of Her Majesty's Government that your report shall not be confined to those points which have been specially referred to in this despatch, but shall embrace the whole subject of general education. They will expect to receive, among other things, full statistical information as to the number of schools established since 1854, whether by Government or with the aid of Government; the number of pupils on the books, and the condition of the attendance; the cost of the several schools; and the whole expense incurred by the

Government under the various heads of controlling establishments, instructive establishments and grants-in-aid; and also, as far as practicable, the number and character of schools unconnected with Government aid or control. The impressions which they have received, and the views which they have expressed, are necessarily, from the want of sufficient information, stated with some reservation, and they will expect to receive from you the means of judging of the correctness of their conclusions, together with a full and deliberate expression of your opinion as to the operation of the existing scheme of education in all its parts.

65. In conclusion, I have to call your attention to the question referred to at the commencement of this despatch, *viz.*, that of the connection between the recent disturbances in India and the measures in progress for the prosecution of education. It is only in the reports of a few of the officers of the Bengal Government that any official information is afforded on this point, and in them the evidence amounts but to little, and is confined to Behar. In that province, previously to the outbreak, it was reported that some jealousy had been raised by the part taken by Government in the work of education; but it would appear that this jealousy had originated rather from a general indisposition to Government interference, and from a vague feeling that the spread of knowledge itself is inconsistent with the maintenance of the native religions, than from special objection to any part of the Government scheme. In the reports from Behar since the commencement of the mutinies, the continued existence of such feelings is not mentioned, and the disposition of the people towards education is spoken of in less discouraging terms, and it is satisfactory to find that in few cases had any schools been given up in consequence of the disturbances, though some schools had been suspended for a time by the presence of rebels in the village.

66. It is impossible to found any conclusions on information so manifestly insufficient as that which Her Majesty's Government possess, and they have, therefore, to commend this most important question to your careful consideration. It is obvious that measures, however good in themselves, must fail, if unsuited to those for whose benefit they are intended; and it seems important, therefore, to learn whether any of the measures taken by Government in recent years to promote the education of the natives of India have been such as to afford just ground of suspicion or alarm; whether, notwithstanding the absence of any just ground of alarm, there has, in fact, existed a misunderstanding of the intentions of Government with regard to their measures which excited apprehensions, however unfounded; and whether any, and what, alterations of existing arrangements can be devised, by which, without drawing back from the great duty so deliberately affirmed in the despatch of the 19th July 1854, of raising the moral, intellectual, and physical condition of Her Majesty's subjects in India, by means of improved and extended facilities of education, the risk of misapprehension may be lessened, and the minds of the people may be set at rest.

67. I rely on your immediate attention being given to the subject, and I shall hope to receive your report at the earliest practicable period.

ABSTRACT

OF

DESPATCH FROM H. M.'S SECRETARY OF STATE FOR INDIA, No. 4, DATED 7TH APRIL 1859.

EDUCATIONAL DEPARTMENT.

Para. 4. Formation of an Educational Department in consequence of the Court's despatch, No. 49 of 19th July 1854. Cost of the controlling establishments.

" 5. Composition of the establishments. Object of the selection of civil servants at the outset to fill the principal offices.

" 40. Cost of the establishments large, as compared with the expenditure on the direct work of instruction. Review of existing establishments recommended. Duties expected of the controlling officers described.

" 41. All appointments in the department should be filled by individuals unconnected with the service of Government, either civil or military. Encouragement should be given to persons of education to enter the service, even in the lower grades, by holding the above principle out to their view.

UNIVERSITIES.

Para. 6. Establishment of universities.

" 7. Results of first entrance examination to Calcutta University in March 1857, and of the examination for degrees (Calcutta) in April 1858. Changes proposed by the faculty of arts in the subjects and standards of such examinations so as to reduce the severity of the tests to be passed. Reports of Madras and Bombay Universities not received.

" 42. The establishment of the universities could not *per se* excite apprehensions in the native mind. The disallowance in the examination for honors of marks for proficiency in Paley's Evidences and Butler's Analogy must have removed all possible ground of misapprehension.

COLLEGES AND SCHOOLS.

Para. 8. Enumeration of the several colleges existing in the three presidencies at the time the orders of 1854 were brought into operation.

9. Anglo-vernacular colleges in the two divisions of the Bengal Presidency. Substitution of independent Examiners for the Professors, &c., of the Colleges, in conducting the examinations.

" 10. State of education in Madras. The high school ("University") at Madras, and the provincial schools.

" 11. State of education in Bombay. Erroneous course of instruction adopted, and its exposure. Falling off in the attendance at the Elphinstone Institution and the Poona College, and the efforts making to improve the course of instruction in the colleges noticed.

" 31. Statement of the number of pupils in the Government Colleges and Schools in the three Presidencies.

" 45. Colleges pronounced to be in a satisfactory state.

ENGLISH AND ANGLO-VERNACULAR SCHOOLS.

Para. 12. Object of the establishment of these schools explained.

VERNACULAR SCHOOLS.

☞ *See Grants-in-aid.*

NORMAL SCHOOLS.

FEMALE EDUCATION.

Para. 47. Opinion asked as to the genuineness of the change of native feeling which appears in some localities, to have taken place regarding female education; also as to the nature and degree of the influence which may safely and properly be exerted by the officers of the department to promote the extension of schools for females.

GRANTS-IN-AID.

Paras. 32 to 34. Objects of the system explained, and the principles on which it is based.

" 35 and 56. The principle of perfect religious neutrality has been carefully carried out in practice.

" 36. (*And marginal Note*).—Manner in which the system has been carried out in the several presidencies described. Amount of grants-in-aid sanctioned in India.

" 37. The system has been freely accepted by private schools, both English and anglo-vernacular, missionary and native. Not so with respect to vernacular schools, the requisite local co-operation of the native community being wanting. Mr. Pratt's efforts in that respect. His opinion that the grant-in-aid system cannot be made the basis of any extended system of popular education. Mr. Woodrow's sentiments, and Mr. T. C. Hope's.

" 38. Concurrence of the Lieutenant Governor of Bengal, Mr. Halliday, in the above doubts. Mr. Gordon Young's opinion that the object might be gained by certain relaxations of the rules. His views disapproved.

" 49. Care should be taken that a prejudice against education is not created, and the Government itself rendered unpopular, by the efforts of educational officers to obtain the necessary local support for the establishment of vernacular schools under the grant-in-aid system. The dignity of the Government also may be compromised by such proceedings.

" 50. The soliciting of contributions from the people prohibited. The grant-in-aid system, as hitherto in force, pronounced unsuited to the supply of vernacular education to the masses of the population. The means of elementary education should be provided by the direct instrumentality of Government officers.

" 51 & 52. The levy of an education rate discussed.

" 53. Opinion asked as to the necessity of relinquishing the existing grant-in-aid system as a means of providing popular vernacular schools throughout the country, and as to the expediency of imposing a special rate to defray the expense of schools for the rural population.

" 54. The grant-in-aid system appears to be well adapted to English and anglo-vernacular schools.

" 55. Promotion in the native community of a spirit of self-reliance.

" 56. The principle of religious neutrality in grants-in-aid remarked upon and exemplified. Small proportion borne by the contributions to missionary schools to the general expenditure on education noticed. Grants to institutions exclusively Hindoo and Mahomedan noticed.

" 57. Jealousy alleged to have been excited by grants-in-aid of missionary schools. Opinion asked as to the manner in which, on the whole, the grant-in-aid system operates; as to the necessity of making any, or what, alterations in the existing rules; and as to the feeling with which it is regarded by the native community in those districts in which it has been brought into operation.

RELIGIOUS TEACHING.

Paras. 58 to 61. Question of religious teaching, and of the reading of the Holy Scriptures in the Government Schools, discussed.

GENERAL REMARKS.

Para. 62. Allusion to the advantages held out to young men in this country by their applying themselves to the study of Medicine, Law, or Civil Engineering.

" 63. Object of the Government to raise the qualifications of the public servants, even in the lowest appointments, avowed.

" 64. A general report on education called for, with full statistical information on the several subjects indicated.

" 65 to 67. Question of the connection between the recent disturbances in India, and the measures in progress for the prosecution of education. Opinion asked as to whether any of the measures referred to have been such as to afford just ground of suspicion or alarm; or whether there has in fact existed any misapprehension by the people of the intentions of the Government in prosecuting those measures.

XXII.

From the Secretary of State for India, to the Government of India,—(No. 8, dated 12th May 1859).

PARA. 1. The letters noted in the margin relate to various measures for the improvement and extension of education, which you have referred for my orders, with reference to the despatch of the Court of Directors, dated 22nd June (No. 86), 1858, para. 38, which prohibited any increase of expenditure on account of education without their previous authority.

Education	letter	dated	13th Nov., (No. 2), 1858.
"	"	"	13th " (" 3), "
"	"	"	28th Dec., (" 5), "
"	"	"	10th Jan., (" 1), 1859.
"	"	"	19th " (" 3), "
Financial	"	"	11th Oct., ("131), 1858, paras. 237 and 238.
"	"	"	10th Dec., (No. 24), 1858, paras. 224 & 225, 7 colls.

The proposals embraced in the letters are severally as follow:—

No. 2 of 1858.

The establishment of a central school for English masters in connection with the Elphinstone Institution at Bombay, at an expense of Rs. 1,250 per mensem, and the addition of masters of method to the existing normal schools at Ahmedabad and Poona, at a total increased expense of Rs. 502 per mensem. The grounds on which this proposal is made by the Bombay Government are, the great want of English teachers throughout the presidency, and the wish of the Court of Directors that such teachers should be obtained in India, rather than be sent out from England.

No. 3 of 1858.

The expenditure of Rs. 18 per mensem, for one year, for the subsistence of three persons (at Rs. 6 each), to be trained at the mechanical school at Poona, as teachers for the Koolee schools in the Northern Concan. The Government of Bombay, thinking that political reasons called for the instruction of these wild tribes, sanctioned the grant, subject to the confirmation of your Government; but you did not think there were any peculiarities in the case, which took it out of the operation of the Court's prohibitive orders, and therefore declined to confirm the grant, pending my orders upon it.

No. 5 of 1858.

The grant of Rs. 50 per mensem in aid of the schools about to be established at Nynee Tal by the American Methodist Church Mission, and a contribution of Rs. 1,500 towards the school buildings. The grants had been brought before the Governor General, and were on the point of being sanctioned, when the Court's orders prohibiting any increase of expenditure were received, and on the grounds that the application of the

missionaries was submitted previously to the publication of the prohibitory orders, and that, in reliance on the rules then in force, they had incurred considerable expenditure in anticipation of the grants, His Lordship is now desirous that the case should receive favorable consideration.

No. 1 of 1859.

The assignment of Rs. 1,000 per mensem for the establishment of female schools in Hooghly, Burdwan and the 24-Pergunnahs, a portion to be expended on a limited number of model female schools to be supported by Government, and a portion on grants-in-aid to some of the female schools, which had been established as Government schools by Pundit Eshwur Chunder Surma (Principal of the Sanscrit College), while Inspector of Schools around Calcutta, but the entire maintenance of which by Government has been disallowed, as not being in accordance with the grant-in-aid rules.

Paras. of Financial letter No. 131, with Educational letter No. 3 of 1859.

Proposed addition to the establishment of the Director of Public Instruction of a librarian on Rs. 200 per mensem, with Rs. 50 per mensem for a clerk and stationery, for the purpose of enabling the Director to carry out the instructions of the Court of Directors for the submission of an annual report on the publications of the Native Press in Bengal. This proposal was negatived by your Government as extravagant, with the remark that the report required by the Court must be supplied by means of the existing establishment, or of one involving no greater expense; but it has been re-submitted by the Director, with the support of the Lieutenant Governor, and is therefore forwarded for my consideration.

Paras. of Financial letter No. 24 of 1858 with Educational letter No. 3 of 1859.

The encouragement of vernacular education in the province of Cuttack by means of model schools, vernacular scholarships, book prizes and rewards to indigenous teachers and their pupils, at a cost of Rs. 781 per mensem at first, and ultimately of Rs. 961 per mensem.

3. In communicating the decision to which, after consideration in Council, I have come with respect to these proposals, it is scarcely necessary to remark that nothing but urgent financial considerations would have led the Home Authorities, in their despatch of 22nd June 1858, to impose any general restriction on the progressive development of those measures for the extension of education throughout India, which had been brought into operation under their instructions. Those considerations, as you are well aware, exist in still greater force at the present time than at the date of the orders referred to; and they compel Her Majesty's Government to limit their sanction of any new expenditure to cases, if not of absolute necessity, at least of very exceptional interest and importance.

4. I concur in the remarks addressed by you to the Government of Bombay with respect to the sanction accorded to the expenditure for training masters at Poona for Koolee schools. As, however, the amount is so small, and as so large a part of the year has expired for which the grant was made, it is not necessary now to interfere with it.

5. The case of the mission school at Nynee Tal rests on special and peculiar grounds; and as it appears that the managers had entered into engagements in dependence on aid from Government, in accordance with the established rules, Her Majesty's Government are constrained to sanction the proposed grants.

6. The other proposals which you have submitted, however desirable, for the most part, the objects to which they relate are not such as Her Majesty's Government can sanction under the existing financial pressure, and the consideration of them must accordingly be reserved for a future occasion.

XXIII.

From the Secretary of State for India, to the Government of India,—(*No.* 12, *dated* 11*th August* 1859.)

Bengal Political Narrative for 2nd quarter of 1857, paras. 22 and 28.
Foreign letter dated 9th January (No. 2) 1858, para. 172.
Foreign letter dated 8th March (No. 11) 1858, para. 21.
Foreign letter dated 22nd March (No. 16) 1858, paras. 2 and 3.
Foreign letter dated 17th May (No. 32) 1858, para. 128.
Foreign letter dated 21st August (No. 47) 1858, paras. 114 to 135.
Foreign letter dated 8th October (No. 53) 1858, paras. 6 to 9.
Foreign letter dated 23rd October (No. 58) 1858, paras. 94 to 97.
Foreign letter dated 23rd October (No. 59) 1858, paras. 39 and 40.
Financial letter dated 19th November (No. 16) 1858.
Military letter dated 9th July (No. 101) 1858, paras. 100 to 102.
Public letter dated 16th December (No. 28) 1858, paras. 51 to 56.

PARA. 1. I have considered in Council the various paras. relating to education which have been received in other departments, noticed in the margin, and proceed to offer the following observations upon such of the subjects referred to in them as call for any orders or remarks; the remaining proceedings reported in the letters under reply being generally approved.

Foreign Letter dated 23*rd October* (*No.* 58) 1858.

94 to 97. Discontinuance of the grant to the Wesleyan school at Bangalore, and establishment of a central Government school at that place. Appointment of Mr. Garrett, a Wesleyan minister, to superintend the institution.

3. The continuance of the arrangements by which the greater part of the cost of the Wesleyan educational institution at Bangalore was defrayed from the public revenues was formerly sanctioned by Her Majesty's Government as an exceptional measure. The establishment of a Government school at Bangalore, which will serve as a central educational institution for the whole province of Mysore, is approved. The appointment of Mr. Garrett to the charge of this institution is also approved, on the understanding that he has entirely severed his connection with the Wesleyan Mission, which I conclude from the correspondence to be the case.

51 to 56. Measures for improving the condition and prospects of sub-assistant surgeons.

4. The report of the committee of the Medical College explains the cause of the decrease in the number of graduates who have entered the Government service as sub-assistant surgeons, of which the most prominent was the fact, that "the medical service has not been so attractive to young men as other professions." The committee remark also that many of the students avail themselves of the course of education of the Medical College without any intention of entering the Government service, and proceed "with their certificates of lectures to England, graduating there, and transferring their service to another sphere." As a remedy for these disadvantages it is proposed—"1*st*, that retiring pensions should be granted to sub-assistant surgeons on the same terms as to the other classes of uncovenanted servants; 2*nd*, that the number of free students in the English class at any one time, exclusive of scholarship-holders, be limited to 50, and that these students be subject to a rule similar to that applicable to scholarship-holders, under which any student who fails to complete his course and enter the Government service, is liable to pay a tuition-fee for the period during which he may have received gratuitous instruction; 3*rd*, that a class of paying pupils be established as an experiment, and on the understanding that those who compose it may enter Government service or not as they please."

5. In accordance with the views of the Director of Public Instruction you recommend the grant of retiring pensions. There seems no reason why this class of public servants should be excluded from the advantages derived by other uncovenanted servants as suggested, and I sanction the proposal accordingly.

6. With regard to the second and third proposals, which have received your sanction, I entirely approve the principle of doing away, as far as possible, with eleemosynary instruction in connexion with the Medical College, at the same time I concur in the doubt expressed by your Government as to "the expediency of recovering, or endeavoring to recover, the schooling-fees from those who fail to enter the Government service," for it seems objectionable to lay down a rule, which it is well known could not be enforced in the great majority of cases on account of the poverty of the students. With these observations, I leave it to you to take the course which, on reconsideration, may seem best to you. I perceive also that, in addition to these regulations, encouragement is to be afforded to the class of sub-assistant surgeons by the grant of an increased allowance in certain specified cases, and that steps are to be taken by the Director General of the Medical Department in order to encourage up-country men to study for sub-assistant surgeonships. I hope that these combined measures may have the effect of restoring the Medical College to a state of numerical efficiency, which will enable it to meet the necessary demands of the service.

XXIV.

From the Secretary of State for India, to the Government of India,—(No. 13, dated 9th September 1859.)

PARA. 1. I have considered in Council your letters in this department, Nos. 8, 9, and 12 of 1859, together with paras. 50 and 51 of the Public Works' narrative for the 4th quarter of 1857, and have to communicate to you such remarks and nstructions as appear to be called for thereon.

Letter dated 4th March (No. 8) 1859.

6. An application, by the Government of Fort St. George, for the increase of the amount applicable to grants-in-aid in that presidency to Rs. 65,000 per annum, was complied with—the augmentation being noticed to be in accordance with the views formerly expressed by the Court of Directors' letter, dated 5th April (No. 12) 1859.

Forwarding correspondence with the Government of Fort St. George regarding the expenditure on grants-in-aid in that presidency.

3. Your sanction to the increased expenditure on grants-in-aid in the Madras presidency was given before the date of the orders of the Court of Directors prohibiting, without their previous authority, any additional expenditure in the Department of Education; after the receipt of those orders you decided that they must be held applicable to any unallotted portion of the augmented sum sanctioned for grants-in-aid; but the Government of Fort St. George having represented that this application of the orders would bear with peculiar hardship on the operations of the Educational Department in that presidency, you authorized an exception in favor of certain grants amounting to Rs. 10,000 per annum, from which it appeared that the faith of Government had been pledged in the course of previous correspondence. Your proceedings on this subject have the approval of Her Majesty's Government.

7 to 9. A grant of Rs. 250 per mensem sanctioned, at the request of the Government of Bombay, towards the expenses of an infant school at Poona, which the Bombay Education Society proposed to establish in connection with their schools at Byculla.

4. The establishment of this branch school is likely to prove a great advantage to those classes of the European community in your presidency, from which the scholars of the Byculla schools are chiefly taken, and I approve the aid afforded to the undertaking.

10 & 11. A proposal by the Government of Bombay, for the revision of the existing grant-in-aid rules in that presidency, negatived on the ground that the circumstances of India were unfavorable to the adoption of a permanent and universal system.

5. The existing rules at Bombay were considered by your Government and by the Court of Directors, when originally framed, to be cumbrous and unnecessarily minute, and the present Director of Public Instruction seems to be of the same opinion. While, therefore, it might be proper to refuse your assent to any change under the present circumstances of the country, it would seem desirable that the Bombay rules should undergo revision at the first favorable opportunity.

12 & 13. With reference to para. 8 of Court's despatch, 1st April 1857 (No. 50), it has been decided, in communication with the Government of Bengal, that the Principal of the Medical College shall be prohibited from engaging in general practice, but may be permitted to act as a consulting physician; a suggestion of the Bengal Government that the Principal may be relieved from the necessity of residing on the college premises was not acceded to.

6. I approve your decision on both the points here referred to.

14 to 21. Correspondence regarding the educational funds in the Bengal presidency, and the mode of controlling the expenditure in the Educational Department.

7. The rules laid down in your orders of the 16th April 1858 are in accordance with the principles prescribed with the approval of the Home Authorities in 1855, that, excepting private and local endowments, the existence of separate funds for education, apart from the general resources of the State, should cease; and that the general expenditure of the department should be regulated under the same checks as are applied in other branches of the public service.

27 to 30. Reports on the subject of vernacular education in the Straits Settlements having been submitted with reference to paras. 15 to 19 of Court's despatch No.

9. The subject of education in the Straits Settlements was fully considered by the Court of Directors in 1857, and I have to signify my approval of the orders

50 of 1857, Government refused to sanction any increased expenditure for the purpose; but recalled attention to the Court's orders, and directed the Government to seek to obtain local funds towards the support of the English free schools in order that a portion of the Government contribution might be available for Malay vernacular schools.

here reported, which are in accordance with the sentiments expressed by the Court at that time.

Letter dated 11*th March* (*No.* 9) 1859.

5 to 8. On the suggestion of the Syndicate of the Calcutta University, a modification has been made in the resolution of the 12th December 1856, to the extent of throwing open to all persons practically engaged in education, whether in the Government service or not, the office of the Registrar of the University, to which a salary of Rs. 300 per mensem is attached.

10. Approved.

21 to 25. In reply to an inquiry by the Bengal Government, it was intimated that the Court's orders, prohibiting an increase of expenditure in the Department of Education without their previons sanction, must be held to apply to the unallotted portion of funds previously assigned for the purpose of grants-in-aid. In this view sanction was refused to a proposed grant towards the establishment of a female school at Sulkeah.

13. The existing state of the finances rendering it imperatively necessary to restrict expenditure as much as possible in every branch of the public service, I approve of your decision, although regretting that the establishment of the school in question has to be deferred.

XXV.

From the Secretary of State for India, to the Government of India,—(No. 15, dated 14th October 1859.)

PARA. 1. I have had under my consideration in Council your letter dated 4th March (No. 8) 1859, in connexion with the letter of the late Court of Directors of February 1857 and former correspondence, on the subject of the employment of Christian clergymen in the Educational Department.

2. It appears to me that a rule by which a person, fitted in other respects for employment in the Education Department, is excluded simply upon the ground that he is a Christian clergyman, is incompatible with the principle on which the Government of India has been, and ought to be conducted, of not sanctioning any partial disabilities applicable either to the European or native subjects of Her Majesty.

3. In practice there have been several exceptions to the rule, and I am of opinion that before any such appointment is made, not only the character of the individual, but the particular position in which he is to be placed, and the effect which may be produced by the appointment, must be taken into careful consideration.

XXVI.

From the Secretary of State for India, to the Government of India,—(No. 16, dated 20th October 1859.)

PARA. 1. I have considered in Council your letter dated 7th June (No. 17) 1859, relating to the state of the Sanscrit College, Calcutta, and the changes which have been sanctioned in the mode of management and course of study.

2. The report of Mr. Cowell presents a favorable view of the manner in which the study of Sanscrit has been carried on in the college; but changes are shewn to have been required, with a view to the greater utility of the institution, and to its being brought into connection with the University and with the existing scheme of education generally. The arrangements proposed by the Director of Public Instruction for effecting these objects seem judicious, and I approve the sanction which you have accorded to them.

XXVII.

From the Secretary of State for India, to the Government of India,—(No. 17, *dated* 20*th October* 1859).

PARA 1. I have considered in Council your letter dated 7th June (No. 18) 1859, submitting further proceedings as to the best mode of affording instruction in geology and its collateral sciences in Calcutta.

2. In the absence of the professor of geology attached to the Presidency College, and of a person fully qualified to act for him, I have no objection to a trial of the plan proposed by Mr. Oldham, or of any other which, in the opinion of your Government, may be likely to be efficient; in the mean time I approve the intimation made by you to the Government of Bengal, that "the departure of Dr. Leibig should not be considered as putting an end to the necessity for either appointing a professor of geology, or for providing in some other way for instruction being given in that subject."

XXVIII.

From the Secretary of State for India, to the Government of India,—(No. 19, dated 8th November 1859).

PARA. 1. Your letter dated 23rd May (No. 16) 1859, on the subject of the examination of candidates for honors in the University of Calcutta, has, with its several enclosures, been laid before me in Council.

2. There can be no doubt that the regulations for the examination of candidates for honors, as approved by you in Council, do involve a departure from the principle laid down in the Public despatch No. 49, dated 19th July 1854, *viz.*, that "the examinations for degrees will not include any subjects connected with religious belief"; and it is evident that the Court of Directors felt this, when they gave their modified approval of those regulations.

3. It has, however, been represented to you by the Senate that if an examination in voluntary subjects is to be allowed at all, the result of such examination should be taken into account in determining the position of a candidate for honors, and in this view you have expressed your entire concurrence. As you have thought it right, after full opportunity for reconsideration of the subject, to give the sanction of your Government to these regulations, and as they appear to have been practically in operation for some time, Her Majesty's Government are not prepared now to rescind them. I must, however, on this occasion call your attention to the principles laid down in the despatch of July 1854, by which, it is the desire of Her Majesty's Government that, in any future questions which may arise, the determination of your Government shall be guided.

4. [illegible]y's Government are of opinion that the regulations of the University of Bombay, in reference to the Evidences of Revealed Religion, should not go beyond those which have been adopted in the University of Calcutta.

5. I observe that the University, by the letter of its Registrar dated 30th November last, lays claim to an independence of control which it is impossible for me to admit, nor can I assent in all respects to the soundness of the arguments advanced in support of that view.

XXXI.

From the Secretary of State for India, to the Government of India,—(No. 1, dated *6th January* 1860.)

PARA. 1. In approving the steps which have been taken from time to time by the several Governments in India for securing, as far as possible, the nomination of persons possessing some amount of education, even for the lowest classes of appointments in the public service, the Court of Directors and Her Majesty's Government have never failed to insist on the necessity of leaving ample discretion to the officers with whom the duty of nomination rests, and who are responsible to Government for the proper conduct of the public business in the respective offices.

2. It being the primary object, under the notification of the Lieutenant Governor of Bengal, to obtain efficient trustworthy public servants, it is obvious that the responsibility for the due observance of the rules therein laid down rests on those officers who are charged with the control and superintendence of the general administration. While, therefore, it may be proper, with reference to what must be considered in appointments to the public service the secondary object of encouraging education by the prospect of public employment, that the Director of Public Instruction should be made acquainted with the result of the orders of July 1855 and of subsequent modifications of them, the Commissioners of divisions must be held responsible for the performance of their duty, *first*, of securing the due observance of the orders by the officers subordinate to them, and *secondly*, of submitting to Government the returns of appointments made, with such observations and suggestions as may seem to be called for.

3. It does not appear whether, under the orders of the 26th July 1855, directing the Board of Revenue and the several Commissioners to forward to the Director of Public Instruction quarterly returns of appointments, the submission of such returns to Government has been dispensed with. If this construction has been put upon the orders, the arrangement should at once be altered. It is to the Government that the returns should be made, and it is for them to issue such orders on them as may seem to be called for, with reference to the observations and explanations of the Commissioners. If copies of the returns are forwarded by the Government to the Director of Public Instruction, it should be only for his information, and he cannot have any authority to interfere with the officers who prepare them.

4. It is most desirable, with reference to the great amount of business devolving on the Commissioners and on the judicial and revenue officers subordinate to them, to refrain from multiplying unnecessarily the returns and statements required from them. It may be a question whether the returns of appointments must necessarily be submitted quarterly, or whether longer intervals might not be allowed to

elapse. The forms of the returns also should be made as simple as possible; and especially for the lowest classes of appointments, it seems unnecessary to require more than a statement whether the nominees are able to read and write their vernacular language.

5. It appears from the education report of the Commissioner of Cuttack for October 1858, that "with a view to the encouragement of education and to ensure the best educated men being appointed to vacancies," he has directed his subordinates "to refrain from permanently filling up any post for one month, to allow time for candidates to present themselves, and then to select by examination the best qualified, stating in the nomination-roll the reason for selecting the individual nominated."

If, after some experience, it is found that this order answers the purpose intended, and does not impose on the nominating officers additional labor and unnecessary restriction in the selection of their subordinates, it will be for the Lieutenant Governor of Bengal to consider whether the plan could advantageously be extended to other divisions.

XXXII.

From the Secretary of State for India, to the Government of India,—(No. 3, dated 31st January 1860).

PARA. 1. From the correspondence forwarded with your letter, dated 17th September (No. 29) 1859, there seems reason to believe that in the establishment of village schools in the Ajmere and Mhairwarrah districts, the proceedings of the late Inspector of Schools and his subordinates were not marked by that caution and that scrupulous endeavour to ascertain the real wishes and feelings of the persons interested, which had been prescribed by the orders of the Home Authorities, and that in some cases at least the consent of the landowners to the imposition of the school cess had not been given voluntarily.

2. The order given in April 1858, for the closing of the schools and the discontinuance of the school cess "in all villages where the feeling of the people is adverse to their maintenance," was very proper, and will lead, it may be hoped, to the removal of all grounds of dissatisfaction.

3. The officers of the Educational Department should act in strict concert with the Commissioner, and in the prosecution of their operations in the Ajmere district, they may, with great propriety, be guided by the views of the late Commissioner, Colonel Dixon, as stated in the following extract from his letter of the 16th March 1857:—"Until the system of general education, which is now being introduced into the rural districts, has been kindly accepted and recognised by the people, I would submit, for your consideration, that schools only be maintained at *qusbas* or largely-populated villages, and that where schools have been attempted to be established against the feelings of the people, that they remain in abeyance for the present; when once the innovation has worn off, and the people have imbibed a taste for education, the desire to have a school of their own will extend to places where no desire now exists."

XXXIII.

From the Secretary of State for India, to the Government of India,—(No. 21, dated 9th August 1860).

PARA. 1. With reference to your letter in this department, dated 8th May (No. 9) 1860, I have to remark that the general tenor of your notification, as to the employment of clergymen in the Department of Education, is in accordance with the orders contained in my despatches to your Government and to that of Madras of the 14th October last; but you have carried the exclusion from employment in the Educational Department of persons engaged, or who had been recently engaged, as missionaries, beyond the meaning or words of my despatch to the Government of Madras, which only stated the objections to the employment of such persons in the office of Inspector of Schools.

XXXIV.

From the Secretary of State for India, to the Government of India,—(No. 22, dated 9th August 1860).

PARA. 1. I have perused with great interest the report of the Senate of the University of Calcutta, with its enclosures, forwarded with your letter dated 23rd April (No. 7) 1860.

2. Good grounds are stated in the report for the institution of an examination in arts previous to the B. A. degree, and new examinations and degrees in law and civil engineering, and I have to signify my approval of these measures, as well as of the regulations and conditions under which it is intended that the new degrees shall be granted.

3. It was quite proper that the Governments of Madras and Bombay should be made acquainted with the alterations sanctioned in the case of the Calcutta University, and I entirely approve the terms of the letter in which your proceedings were communicated to those Governments.

XXXV.

From the Secretary of State for India, to the Government of India,—(No. 31, dated 8th November 1860.)

PARA. 1. I have considered in Council your letter in this department, dated 13th August (No. 18) 1860, forwarding, with a minute by * * * * * * * and the letter containing your decision on the subject, copy of a memorial submitted to you by a certain gentleman in the Educational Service * * on the subject of two appointments recently made * * * * * the Department of Education.

2. In the letter addressed by you to the * * * * with reference to the memorial here referred to, you gave a correct interpretation of the orders of Lord Stanley, *viz.*, "that it was intended to signify the desire of Her Majesty's Government to recognize a *preferable* claim on the part of the members of the Educational Service to the higher offices of the department, that is to say, that whenever there should be two persons equally fit for one of the higher offices of the department, one of such persons being in the Government Educational Service, and the other not being so, a preference should be given to the former."

3. This interpretation is so far opposed to the views of * * * * * * * inasmuch as * * regarded all persons who were, or ever had been, engaged in the work of education in India, as having an equal right to promotion to high educational offices in the service of Government, with officers who had already served Government in lower appointments. It isevident that the object stated by Lord Stanley, of attracting highly educated men to the lower grades of the Educational Service of Government, would be defeated if this view were acted upon; and I have to direct that * * may be informed, that while Her Majesty's Government would deprecate, as strongly as he does, such a constitution of the Educational Service in India, as would prevent the local Governments from going beyond it, to fill up any particular office from which, in its judgment, the department could not supply a duly qualified incumbent, or from which, in unusual cases, any person of pre-eminent qualifications, not then in the service of Government, might be available, they must, in accordance with Lord Stanley's despatch and the interpretation of it, which you have given, maintain the preferential claim to promotion of the officers of the Educational Department.

XXXVI.

From the Secretary of State for India, to the Government of India,—(No. 34, dated 22nd December 1860).

PARA. 1. I have considered in Council the narrative of the Lieutenant Governor of Bengal in this department, for the first quarter of 1860, and proceed to make such remarks on the proceedings reported in it as seem to be called for.

2. The Bengal Education Report for 1858-59 contains no results which call for particular remark.

Paras. 6 and 7.

3. The Lieutenant Governor, in his observations on the report, mentions two subjects which had been submitted for your orders, but on which no instructions had at the time been given by you. On one of them, which related to the question of transferring, during the present restriction on increased expenditure, grants-in-aid from one locality to another, you will have learned from my despatch, dated 8th February (No. 4) 1860, p. 15, that the practice may be permitted. On the subject of an establishment of professors of Arabic and Persian in the Presidency College, in place of the present Arabic department of the Madrissa, I shall be glad to learn the decision which may have been passed by you.

4. The instructions given by the Lieutenant Governor for the exclusion from the education reports of all matters which are still the subjects of discussion or correspondence, and for giving a strictly "historical" character to the reports, are in accordance with the orders contained in my despatch, dated 8th February (No. 4) 1860. I entirely approve the further orders given to the Director to refrain from publishing the annual reports, till they shall have been submitted to the Government and received their sanction.

5. I am of opinion that your decision on the suggestion of the Director of Public Instruction, referred to in these paras., should be reconsidered, as it appears to me only reasonable that the expenditure of the public money, granted to the several institutions conducted by that officer (with the exception of the Asiatic Society), should be subjected to a check of some kind.

Paras. 19 and 20.

6. I concur with the Lieutenant Governor in his remarks on the want of moral feeling in the native community, which allows with impunity the committal of the petty frauds brought to light in this correspondence by persons connected with the grants-in-aid schools. I have already remarked that in all cases where there is any reasonable suspicion of the existence of such mean and discreditable practices as are now proved occasionally to exist, the withdrawal of the grant is a penalty which should, as a general rule, be inflicted; but I am of opinion that a marked example

Paras. 26 and 27.

should be made of the individuals implicated in the offence, and I accordingly approve the instructions given to the Director of Public Instruction to lay the subject before a Mahomedan law officer, and, if in his opinion a criminal charge can be sustained, to bring the first case which occurs into a Magistrate's Court.

7. I presume that the Penal Code having now become law, no references in matters of a criminal nature will in future be made to a Mahomedan law officer.

XXXVII.

From the Secretary of State for India, to the Government of India,—(*No.* 3, *dated* 16*th January* 1861).

PARA. 1. I have considered in Council your letter dated 3rd November (No. 24) 1860, on the subject of a design entertained by the Bishop of Calcutta, for the establishment of a boarding school in the hills, and of day schools at the several stations in the plains, for the children of Europeans and Eurasians of limited means, whether in the service of Government or otherwise.

2. I entirely concur in the sentiments expressed by the Bishop and your Government as to the great and increasing importance of some systematic measures being adopted for promoting the education of this class of children, and I agree with you that the object is one well deserving the encouragement and assistance of Government.

3. I entertain no doubt of the great advantage to be expected from the establishment of the proposed institution in the hills, in which the European and Eurasian children of the non-military classes will enjoy the benefits which have already been extended to the children of soldiers of European origin in the Lawrence Asylums, and, with the exception of the proposal as to the head-master's pension, I approve the manner in which you propose that the assistance of Government shall be afforded to the institution. If it is intended that the pension of the head-master, "on the footing of a Government chaplain," shall be paid by Government, I cannot sanction the proposal, a similar recommendation regarding the principal of the Lawrence Asylum having already been negatived, although that institution, unlike the proposed school, has been formally taken over as a Government institution.

4. I concur in your remarks as to the inexpediency of delaying the formation of the proposed small station schools in the plains; and the suggested establishment of a central school in the plains, of a lower order than that proposed for the hills, will, no doubt, receive every consideration from the Bishop and those associated with him in this laudable undertaking.

5. I approve the intention expressed in the concluding paragraphs of the minute of the Governor General, as to the assistance to be given to schools for the children (when they are sufficiently numerous) of those Europeans and Eurasians who are not members of the church of England; and I agree with His Lordship that, if any measures are taken in the Madras and Bombay presidencies for establishing schools for European and Eurasian children, the same support and assistance should be rendered to the movement as has been sanctioned for Bengal.

XXXVIII.

From the Secretary of State for India, to the Government of India,—(No. 13, dated 8th March 1861).

PARA. 1. I have considered in Council your letter dated 10th July (No. 14) 1860, forwarding a special narrative of the Lieutenant Governor of Bengal, with reference to the remarks contained in paragraphs 4 and 7 of my despatch No. 4 of 1860, relating to the rules for the award of Government junior scholarships to candidates from private institutions in Bengal.

2. With reference to the question of requiring that all private colleges and schools receiving and educating the holders of scholarships shall submit to the inspection of Government officers, I am satisfied, from the explanations of the Director of Public Instruction, and from the remarks of the Lieutenant Governor, that it is unnecessary to insist upon the condition, and the rule may accordingly remain unaltered.

3. I observe with regret that, in consequence, as Mr. Atkinson alleges, of the "complication and stringency of the rules," very few of the scholarships reserved for pupils in non-Government schools have hitherto been actually awarded, and that in fact very few candidates have presented themselves.

4. In order to meet this difficulty in some degree, I am of opinion that the conditions noted in the latter part of the 6th paragraph of my despatch now under consideration should be dispensed with, and that all candidates who may come up to the prescribed standard may, within the limits to which scholarships are available, be assured of the promised reward for their industry and acquirements.

5. Should the Lieutenant Governor, in communication with the Director of Public Instruction, be able to make any further suggestions for simplifying the rules, and rendering them more acceptable to the managers of independent institutions, I shall be prepared to consider favorably any changes which may be recommended, provided they are in accordance with the general principles in which the rules are framed. But I have considered the objections which the Lieutenant Governor has raised to the rule that one of the languages required for a scholarship should be oriental, and I must adhere to my former decision, which was arrived at after full consideration.

XXXIX.

From the Secretary of State for India, to the Government of India,—(*No.* 14, *dated* 8*th April* 1861.)

PARA. 1. I have had under my consideration in Council your letter in the Foreign Department, dated 8th November (No. 165) 1860, forwarding a copy of the report of the Director of Public Instruction in the Punjab, on the operations of the Department of Education for the year 1859-60.

2. I have read this report with much interest, and concur in the opinion of the Lieutenant Governor, as to the good judgment evinced by Captain Fuller in his remarks and recommendations.

3. Great credit is also due to Lieutenant Paske, who preceded Captain Fuller in the superintendence of education in the Punjab, and likewise to Lieutenants Holroyd and Forbes, of whose exertions, but especially of the former, very favorable mention is made in the report.

4. On the other hand, I regret to observe the unfavorable mention of * * *, formerly in Her Majesty's British Army, for some time in charge of the Rawul Pindee Circle. I request to be informed what notice has been taken of * * * misconduct, which is represented by Captain Fuller (paragraph 69 of the report) to have been very serious. "The state of education in the 3rd or Rawul Pindee Circle had been brought into a discreditable state of chaos by * * * * very early in the year." "Mismanagement and confusion," says Lieutenant Forbes, "had for some time past exercised their usually deteriorating effects, not only upon its schools and establishments, but also upon its subordinate inspecting officers, while its accounts were also involved in no little confusion."

5. Important changes seem to have been made in the plan under which the department was administered in the year under consideration, on which I possess, at present, no sufficient information; and, in order that all measures relating to education in the Punjab may come under prompt review, I take this opportunity of directing that the proceedings of the Lieutenant Governor may be separately recorded and forwarded to me in the Educational Department.

6. The formation of a school of a superior order at Lahore, which will serve as the nucleus of the college, which, under the original scheme sanctioned in 1856, will hereafter be constituted for the Punjab, has my approval. I am not, however, satisfied that, under the constitution which has been given to the institution, the youth of the Punjab generally will enjoy those means and opportunities of advanced study which it should be the aim of the central institution to afford to them. As a means of inducing the nobles and other persons of distinction in the Punjab to send their sons to a public institution for education, it may probably be desirable, as an exceptional arrangement, to set apart classes exclusively for their instruction; but I am of opinion that this

object should not be secured by confining the "Upper Department" of the Lahore School solely to the pupils of the privileged classes, but rather by forming that department into two divisions, into one of which admission would be obtainable, as in the case of all other Government schools, by payment of a comparatively high fee, or in virtue of scholarships gained at lower schools; and the other of which should be reserved for those pupils, whose rank may be considered to entitle them to the distinction. I have to request that the existing arrangement may be reconsidered with reference to these remarks, and that I may then be made acquainted with the alterations in the rule which may be proposed for the purpose of removing the objection which I have pointed out.

7. No remark seems to be called for with regard to the zillah schools, except that, as it is not intended that all schools of this class shall educate up to the University entrance standard, it may hereafter be advisable, whenever the central college shall have been constituted, to decide at what places schools shall be established, affording this higher education; and that these, which would correspond with that intermediate class of schools which exists in the other presidencies, immediately below the Government colleges, should be distinguished by some denomination, such as high school or provincial school, which would mark them as distinct from the ordinary zillah schools.

8. Among the changes of arrangement recently introduced, I observe the transfer of the charge of the tehseelee schools from the general revenues to the one per cent. school cess. This cess being levied on the land alone, it seems to follow that it should be expended on the education of the agricultural classes exclusively, or at least that no portion should be spent on town schools, till the wants of the agricultural population have been fully met. I have to request that I may be furnished with an explanation of the grounds on which the transfer of the charge in question has been made, and with your opinion as to the manner in which the expense of the tehseelee schools might be provided for, should it be determined to apply the one per cent. cess, as is done in the North-Western Provinces, to the purposes of education in the rural districts only.

9. I notice, with satisfaction, the attention which has been paid to the training of masters for vernacular schools in the Punjab. The provision of a supply of masters qualified to impart, in an efficient manner, the elementary teaching which the lower classes of schools are designed to afford, must precede any successful attempts to extend popular education, and for schools of this character it seems from experience to be decidedly the best plan to form a number of small normal schools for the supply of districts of limited extent, rather than to establish institutions of such a size as would require the area of their operations to be greatly enlarged, and would involve the necessity of bringing the students a considerable distance from their homes.

10. It is stated by the Lieutenant Governor that sanction has been separately given to the proposals of the Director regarding the demand of schooling-fees from the pupils in the several classes of schools. There do not seem to me to be any circumstances which would justify the

continued exemption of the Punjab from the rule prevailing in other part of India, under which schooling-fees are universally exacted. I approve, therefore, the order of the Lieutenant Governor, with the terms of which I request to be supplied.

11. Every effort should be made to render schools in the Punjab, and I may say generally throughout India, more self-supporting than has hitherto been found practicable. It is impossible, even if it were desirable, that the State should bear the whole expense of imparting a sound education to a country so densely populated as India. Every endeavor should be made to incite the wealthier classes to contribute towards an object, upon the successful accomplishment of which the prosperity and advancement of India depend.

12. I cannot also avoid remarking on the disproportion existing between the amount actually expended on education and the cost of general supervision. The total expense incurred in 1859-60 was Rs. 1,59,438, of which Rs. 93,644 was expended on supervision, and only Rs. 65,794 directly on education.

13. I observe that the Director anticipates great advantage from the entrance-fee, which is hereafter to be required in all the higher schools in the Punjab, and I shall be glad to learn the result of the measure, especially as regards regularity of attendance and the conduct of the pupils.

14. I am desirous of receiving a special report on the subject of the "transfer of the executive management of all vernacular schools to the district officers," which is stated to have been recently effected. The transfer must involve a considerable change from the arrangements under which the schools have hitherto been conducted; but in the absence of any information as to the extent of the authority made over to the district officers and as to the grounds on which the change has been made, I abstain from any remarks on the subject.

15. I do not think it necessary, on the present occasion, to enter on a detailed examination of the statistics exhibited in the present report. Excluding the indigenous schools, a satisfactory increase of attendance is, on the whole, shown to have taken place, and there seems every reason to expect that, under judicious management, the people of the Punjab will be fully prepared to take advantage of such improved and extended means of education as it may be in the power of the local Government, with the present necessarily limited resources, to place within their reach.

XL.

From the Secretary of State for India, to the Government of India,—(No. 28, dated 8th August 1861.)

PARA. 1. I have considered in Council the proceedings of the Lieutenant Governor of Bengal in this department for the months of January and February 1861, and proceed to notice such of the subjects requiring remark as have not already been disposed of.

Statement for January.

Nos. 2 and 3. Adjustment of the payments from the estate of the late Mahomed Mohseen applicable to the support of the Hooghly College.

2. The share of the estate of the late Mahomed Mohseen, bequeathed by him for the support of the Hooghly College, is to be regarded as the property of that institution, and cannot be dealt with as an ordinary assignment of public revenue in favor of any college or school. Any surplus, therefore, after the annual charges shall have been defrayed, should be invested for the permanent benefit of the college, and it will be a question, if the accumulations are considerable, in what way the proceeds may most advantageously be applied towards extending the benefits of the institution.

Nos. 10 and 12. Occupation of the college buildings at Dacca by the military.

3. The occupation, as barracks, of the college buildings at Dacca, and the school-house at Furreedpore, which, during the mutiny, had been made over to the military authorities, ought certainly not to have been prolonged. The buildings at Dacca having, for the most part, been erected at the cost of the inhabitants, I hope that the representation of the Government of Bengal may have been followed by the prompt restoration of the buildings to their original purpose.

Nos. 18 to 22. Measures for the education of the Sonthals.

4. In my despatch, dated 8th May (No. 16) 1861, I expressed my desire to receive a report of the measures which your Government might think desirable for promoting education among the Sonthals. I observe that the Director of Public Instruction in Bengal, in his letter of the 9th January 1861, held out the expectation of an early report on the subject, and I hope that this expectation may have been fulfilled, and that I may, at an early period, receive the promised report, together with a full statement of your views and recommendations.

Statement for February.

Nos. 20 and 21. Fees chargeable to students from the mofussil colleges in the general and law departments of the Presidency College.

5. It was probably right to allow the students of the mofussil colleges, wishing to study law at the Presidency College, to enter the law department at the same rate of fees as are charged to mofussil students entering for their third year the general branch. I think, however, with Mr. Atkinson, that the case of those seeking professional training is

different from those whose object is only a general education; and in case the difference in the rate of payment is found to excite discontent among the students of the Presidency College who pay the higher fee in the law class, I am of opinion that the concession now granted should be withdrawn from the mofussil students.

6. I agree with the Lieutenant Governor that the rates charged to mofussil students are too low for the high education afforded to the third year men at the Presidency College, and I am of opinion that they should be raised to the amount suggested in the fourth paragraph of his instructions on the subject, being one-half the rate charged to the regular students of the college.

XLI.

From the Secretary of State for India, to the Government of India,—(No. 29, dated 17th August 1861.)

PARA. 1. My attention has been attracted to the proceedings of the Lieutenant Governor of Bengal, noted in the margin, relating to an application made by Mr. R. L. Martin, head master in charge of the Berhampore College, for permission to hold a voluntary Bible reading every day in the college, after the regular business of the college has ceased.

Educational Proceedings— November 1860, Nos. 13 to 26. January 1861, Nos. 28 & 29.

2. It was explained by Mr. Martin, in his letter of the 30th December 1860, that his object in seeking permission to hold the proposed Bible reading was to relieve himself from any disability to afford instruction in the Scriptures, even out of school hours, under which he might be supposed to have come in consequence of the terms of his covenants.

3. On this point Mr. Martin may be assured, that the meaning which he himself attached to his engagement was the correct one, and that, subject to the general obligation, which he expressly took upon himself, that he would conform to the orders of Government, it was merely intended to bind him not to introduce religious teaching into the regular course of school instruction.

4. It has been already explained, in paragraph 84 of the despatch of the late Court of Directors of 18th July 1854, and in paragraph 59 of Lord Stanley's despatch of 7th April 1859, that the masters of Government colleges and schools are at liberty to give instruction in the facts and doctrines of the Christian religion to the pupils in their schools, out of school hours, on their application for such instruction; but it has never been expressly declared whether such instruction shall be afforded in the college or school buildings.

5. This question having now been raised in connexion with Mr. Martin's proposed Bible reading, and having been expressly referred for your consideration by the Lieutenant Governor of Bengal, I am desirous of receiving your opinion upon it, and I request that a report may be furnished to me on the subject with as little delay as possible.

6. I take this opportunity of calling your attention to the delay which has occurred in forwarding to Her Majesty's Government the report on the subject of education generally, called for in Lord Stanley's despatch above referred to. The necessary information has long since been supplied by the several subordinate Governments and by the Lieutenant Governors, and I hope that I may shortly be furnished with a full report of your views and sentiments on this subject, which, as you must be aware, is one which excites great interest in this country.

XLII.

From the Secretary of State for India, to the Government of India,—(No. 2, dated 15th February 1862.)

PARA. 1. I have considered in Council your letter dated 16th November (No. 15) 1861, transmitting correspondence with the Government of Bengal, relating to the measures to be taken for the education of the Sonthals, and containing the particulars of the plan which you have sanctioned in substitution of that which was disallowed by the late Court of Directors in the despatch of the 22nd July (No. 97) 1857.

2. The proposed plan under which grants equal to one-half of the total expense will be made to schools in the Sonthal districts, whether already established or hereafter to be established by the Church Missionary Society, is in accordance, in all respects, with the grant-in-aid rules, except as regards the exemption of the pupils for the present from the payment of schooling-fees. This exception is justified by the peculiar circumstances of the Sonthals; and I have accordingly to signify my approval of the sanction which you have accorded to the scheme, and I authorise the insertion, in the forthcoming budget, of the amount required for bringing it into operation.

3. It is quite indispensable to insist on the right of efficient inspection by officers of the Educational Department, as to the character of the secular education imparted in the schools to be established under this arrangement. It seems to me that an inspection of the same character as that exercised in the case of other schools receiving grants-in-aid, and more general therefore than that contemplated by the Director of Public Instruction may, for the present, be sufficient; and I would not therefore insist on the appointment of an additional Educational Inspector as proposed by the Director of Public Instruction. It will probably be necessary when the number of schools has increased, and in the mean time I rely on your taking care that a real inspection is ensured.

XLIII.

From the Secretary of State for India, to the Government of India,—(No. 3, dated 24th March 1862.)

PARA. 1. The report of the Director of Public Instruction in the North-Western Provinces for the year 1859-60 has just reached me; and, after the remarks contained in the 5th paragraph of my despatch of the 15th December (No. 26) 1859, I have to express my dissatisfaction that the report, which is dated 17th May 1860, was not forwarded at a much earlier period.

2. The report, read in connexion with the Lieutenant Governor's administration report of 1860-61, fully bears out the favorable anticipations expressed in my despatch of the 15th December 1859, as to the probable effects of restored tranquillity on the operations of the Department of Education; and, indeed, the increase of attendance in the Government colleges and schools of all grades since 1857-58 has been such as to exceed what might previously have been expected.

3. I notice with gratification the statement of Mr. Reid, that an increasing desire is manifested for instruction in English; and though I would not have such a desire unduly stimulated, and would, by no means, encourage a neglect of vernacular studies, as they are now so successfully prosecuted in the tehselee schools, and, according to a lower standard, in the hulkabundee schools, I agree with Mr. Reid that important political results might be expected from the extended study of English and an increased acquaintance with English literature. I should wish, therefore, that measures should be taken for meeting, as far as possible, the desire for the acquisition of the language which may spontaneously spring up in any quarter.

4. I observe that the Lieutenant Governor, while he is prepared to advocate an extension of the plan of adding an English master to the Government tehselee schools, is of opinion that the object of promoting the study of English may be best effected by means of grants-in-aid; and I trust that it may be practicable, at no distant period, to place the requisite funds at his disposal for carrying out this measure on an enlarged scale. In the mean time, he may be informed that he is at liberty to increase the expenditure of Government on grants-in-aid in the North-Western Provinces to the amount which they had reached before the occurrence of the mutinies,—it never having been intended, as you are aware, that the orders of the Court of Directors of June 1858 should have the effect of reducing the scale of actual expenditure previously existing.

5. The increase in the number of hulkabundee schools is satisfactory, as showing the readiness of landowners to share with Government the expenses of education; and the large increase of the numbers in attendance, even in the districts pervaded by famine in the past season, affords equally gratifying proof of the popularity of the schools among the general population. It is a mistake, however, to speak of

this class of schools as being entirely supported at the expense of the local community, as the one per cent. cess, from which they are supported, is levied in such a manner that a certain proportion is, in reality, always paid by Government. It would be desirable, if possible, that the aggregate amount so contributed by Government should every year be ascertained and exhibited in the reports of the Director of Public Instruction, as being in effect a grant-in-aid towards the cost of popular education.

6. The quality of the education imparted at the hulkabundee schools seems to be in process of improvement, in consequence of the instruction and training imparted to the masters at the normal schools, to the management of which very favorable testimony is borne by Mr. Reid.

7. I observe with satisfaction the re-establishment, under circumstances more favorable to their success and permanence, of some of the female schools which existed in the neighbourhood of Agra previously to the mutiny. I await with interest a report of the proposals with regard to female education, which the Lieutenant Governor, in his administration report for 1860-61, intimated his intention of laying before your Government.

8. I have only, in conclusion, to express my concurrence in the opinion of the Lieutenant Governor, that great credit is due to Mr. Reid and the other officers of the Department of Education, for the amount of success which has attended the operations of the department during the period which has elapsed since the mutiny; and I notice with gratification the acknowledgments rendered by Mr. Reid for the assistance afforded by officers in other departments in the prosecution of measures for the promotion of education.

XLIV.

From the Secretary of State for India, to the Government of India,—(No. 6, dated 14th May 1862.)

PARA. 1. I have considered in Council your proceedings in this department for the months of October, November and December 1861, and proceed to make such remarks as seem to be called for.

October, Nos. 1 to 3. Roman Catholic Orphanage at Agra—Infirmary for.

2. It is quite in accordance with established practice, that any properly constituted Roman Catholic Orphanage should receive the monthly allowance authorized by Government on account of soldiers' children; and I do not object to a grant being made by Government towards any buildings in connexion with such institutions, which are shown to be essentially necessary to the comfort of the children. I infer from the report of the Commissioner of Agra, that the usual Government allowance is paid on account of the children of soldiers in the Roman Catholic Orphanage at Agra; and that the institution is, therefore, to a certain extent recognized by Government. On the supposition that this is the case, and that due care is taken to ascertain that the children in the Orphanage are properly taught and cared for, in all secular respects, I approve the grant sanctioned by your Government towards the constitution of the Infirmary in connexion with the Orphanage.

Nos. 5 to 8 for October, and Nos 1 to 5 for December. Question of the abolition of the Government schools at Rangoon and Moulmein.

3. The question of the abolition of the Government schools at Rangoon and Moulmein involves some important considerations, and I approve of your having called for further information, before sanctioning the recommendations of Lieutenant-Colonel Phayre and Lieutenant-Colonel Fytche.

4. It was stated in the despatch of the Court of Directors of 19th July 1854, that no Government colleges or schools should be founded, for the future, in any district where a sufficient number of institutions exist, capable, with assistance from the State, of supplying the local demand for education; and it was contemplated that a time might come when many existing Government schools might be discontinued, and the work of education, to a greater extent, carried on by private institutions, aided by the State.

5. In the application, however, of this latter principle, attention must necessarily be given to local circumstances, and you have learnt from subsequent despatches* that Her Majesty's Government are unwilling that a Government school should be given up in any place where the inhabitants show a marked desire that it should be maintained, or where there is a manifest disinclination, on the part of the people, to send their children to the private schools of the neighbourhood.

* Despatches to India, 29th July (No. 104) 1857, para. 59; 22nd Dec. (No. 29) 1859, para. 8.

6. If, after further inquiry, you are satisfied upon these points, the Government schools at Moulmein and Rangoon might be given up, and the sum allotted to their maintenance applied to grants-in-aid of private schools.

7. No interference whatever should be exercised, on the part of Government, with the religious instruction conveyed to the pupils of schools assisted by grants-in-aid, whether they are conducted by natives of India, or by others.

8. I observe that the entire expenditure of Government on education in the Tenasserim and Martaban Provinces has, hitherto, little exceeded Rs. 5,000 per annum, and I apprehend that in Pegu the expenditure has been on an almost equally low scale. The time has come, however, when more comprehensive measures might perhaps be adopted with advantage; and, the union of all the British Burmese provinces under one Chief Commissioner having now taken place, I am desirous that you should take into consideration the subject of the best mode of promoting education in those provinces.

Nos. 26 to 31. Zillah school at Patna—Enlargement of.

9. I entirely concur with the Lieutenant Governor of Bengal in attributing great importance to the object of inducing the inhabitants of Patna, and of Behar generally, to send their sons to an institution where they may receive instruction of a high order. It may be hoped that the school, which it is proposed to establish at Patna, will, from the constitution which will be given to it, prove more successful in obtaining scholars from the Mahomedan population of the province than those which have been previously tried; and I trust, therefore, that it will be practicable to make provision for its support in the budget for the ensuing year.

10. I presume that the full establishment, at the rate of Rs. 1,250 per mensem, will not be entertained at once; but that the school will, in the first instance, be constituted on a small scale, other masters being added as the number of pupils may gradually increase.

XLV.

From the Secretary of State for India, to the Government of India,—(No. 8, dated 15th August 1863.)

PARA. 1. I have considered in Council your letter dated 30th May (No. 5) 1863, relative to the state of education in British Burmah; and under the circumstances detailed in the report of the Chief Commissioner, I have to signify my approval of your orders for the abolition of the Government school at Rangoon.

2. I concur in the opinion of the Chief Commissioner that it is essential to the full efficiency of the Government and aided schools in British Burmah that they should be periodically examined by an officer accustomed to the work of school-inspection, and I hope that the Lieutenant Governor of Bengal will be able to make arrangements for annually deputing an officer of the Educational Department for the performance of this duty.

3. The report of Lieutenant-Colonel Phayre is confined to the schools at the four stations of Rangoon, Moulmein, Kyouk Phyoo, and Akyab; but, as stated in my despatch of the 14th May 1862, I am of opinion that the more comprehensive question of promoting education throughout the entire province of British Burmah should be taken into consideration, and I request that a report may be called for on this subject.

XLVI.

From the Secretary of State for India, to the Government of India,—(No. 12, dated 24th December 1863.)

PARA. 1. I have considered in Council the proceedings of your Government, noted in the margin, relative to a scheme of general education for the province of Oude.

12th September 1862, Nos. 86 to 89.
19th June 1863, Nos. 12 to 16.

2. These proceedings are of such interest and importance that they should have been reported to me in a separate letter, more especially as in my despatch, dated 8th January (No. 1) 1861, I requested to be furnished with full information as to the measures proposed for promoting education in Oude.

3. I approve the selection by your Government, as a basis for future educational operations, of the plan laid before you by the present Chief Commissioner, in preference to those successively proposed by his predecessor, Mr. Yule.

4. The scheme of Mr. Wingfield, if modified in accordance with the suggestions made by your Government, will be in its leading features similar to those which have been introduced in the neighbouring provinces, and will probably be found to afford sufficient scope for the action of the local administration for some time to come.

5. I notice with much gratification the intention of the talookdars of Oude to institute a college at Lucknow, as a memorial to the late Earl Canning. The proposed "Canning College," to which you have very properly signified your intention of making an annual grant, equal in amount to the endowment of the talookdars, will naturally be the chief educational institution of the province; and while it will be proper, if the founders so desire, that a department should be constituted in which the children of the chiefs and principal land owners of the province may receive an education separately from the lower classes, care will no doubt be taken that the college shall be thrown open to the natives of the province generally, and shall afford them the means of carrying on to a higher point the education which they may have previously received at the zillah or talookdaree schools.

6. I am not satisfied that the mode in which you propose to provide for the supervision of educational operations generally, and for the inspection of the schools, is likely to be efficient, even for the present limited operations of the department. The qualifications required in the principal of such an institution as the intended Canning College at Lucknow, and in an officer entrusted with the administration of the Department of Education, are so different in character as to render it improbable that the Chief Commissioner in Oude will meet with an individual in whom the differing qualifications are combined in any high degree; and it is to be apprehended that any one who has to perform two

duties so very dissimilar in their character may give his chief attention to that branch of his duties which is most in accordance with his own tastes, and may perform the other duties in an inefficient manner.

7. With regard to the inspection of the schools of each district by the head master of the zillah school, the plan is open, even in a greater degree, to the objection above stated to the proposed arrangement for the general direction of the department, as the masters of the zillah schools, being inferior in education and in mental power to the principal of the college, may be expected to be even less competent for the simultaneous discharge of duties of a widely differing character. The unsatisfactory state of the talookdaree schools, heretofore in existence in Oude, is attributed, with apparent justice, to the want of due superintendence and inspection; and "inspection is," as you very truly observe, "a very important, if not the most important, point in an Indian system of education."

8. I should wish you to consider again this part of the scheme, and whether it would not be better to substitute, for the arrangement suggested to the Chief Commissioner, a separate system of inspection. It appears to me that, in this case, a Director, on a salary proportioned to the present extent of his charge, and a small but efficient staff of inspectors (two of whom would probably be sufficient), who would be entrusted with no other duties than the organization and inspection of schools in their respective divisions, would provide sufficiently for the proper discharge of such duties.

9. I quite concur in your opinion that the one per cent. school fund should be applied to the establishment of village schools, and not to the maintenance of the tehseelee schools; and your suggestion on this point should be made imperative, and measures taken for the formation of such schools, either in accordance with the hulkabundee system in force in the North-Western Provinces, or on any other plan which may be thought more suitable to Oude, as soon as the completion of the settlement shall render available, in the several districts, the amount to be set apart for this purpose.

10. I have noticed, with some surprise, the remarks of the present Chief Commissioner of Oude* and of the Director of Public Instruction in Bengal,† with regard to the principle on which Government should proceed in its measures for the promotion of education in India. It would appear to be the opinion of these gentlemen that Government should, for the present, limit its measures to providing the means of education for the higher classes, and that the education of the lower classes should be left to be effected hereafter, when the classes above them shall have not only learnt to appreciate the advantages of education for themselves, but have become desirous of extending its benefits to those below them. Without entering into a discussion on the question here involved, it is sufficient to remark that the sentiments of the Home Authorities with regard to it have already been declared with sufficient distinctness, and that they are entirely opposed to the views put forward by Mr. Wingfield and Mr. Atkinson. It was one great object proposed in the despatch of the

* Letter, 28th January 1863, para. 2.

† Letter, 26th November 1862, para. 4.

19th July 1854 to provide for the extension to the general population of those means of obtaining an education suitable to their station in life, which had theretofore been too exclusively confined to the higher classes; and it is abundantly clear, from Lord Stanley's despatch of 7th April 1859, that Her Majesty's Government entertained at that time the same sentiments which had been expressed by the Home Authorities in 1854.

11. It is probable that neither Mr. Wingfield nor Mr. Atkinson would propose to carry out their views to the full extent of their literal meaning; but I think it necessary to declare that Her Majesty's Government have no intention of sanctioning a departure from the principles already deliberately laid down, and that, while they desire that the means of obtaining an education calculated to fit them for their higher position and responsibilities should be afforded to the upper classes of society in India, they deem it equally incumbent on the Government to take, at the same time, all suitable measures for extending the benefits of education to those classes of the community "who," as observed in the despatch of July 1854, "are utterly incapable of obtaining any education worthy of the name by their own unaided efforts."

XLVII.

From the Secretary of State for India, to the Government of India,—(No. 1, dated 23rd January 1864.)

PARA. 1. I forward, for your consideration, a copy of a letter which has been addressed to me by the President, Vice-President, and Secretaries of the Church Missionary Society, adverting to what took place at an interview which I have recently had with a deputation from the Society on the subject of grants-in-aid in India, and offering suggestions with a view to the extension and greater efficiency of the system.

Dated 27th November 1863.

2. It is scarcely necessary to remark that, under the despatch of 19th July 1854, it was intended that the system of grants-in-aid should take its place among the educational arrangements of India, as one of the most important means of extending the opportunities of education to the great mass of the population. It was, indeed, anticipated that the system of grants-in-aid might, to a great extent, take the place of Government schools; and that in this manner education might be more widely spread with a comparatively less expenditure of public money.

3. The system, however, has certainly not made the progress which might reasonably have been expected under the operation of the rules which were framed by the different Governments in India for carrying out the orders of Her Majesty's Government; and the amount of grants-in-aid, after the lapse of eight years from the time of the system being brought into actual operation, bears, except in Bengal, a very small proportion to the direct expenditure of Government on education.

4. The backwardness of the native community to establish schools under the grant-in-aid system was dwelt on at considerable length in Lord Stanley's despatch of the 7th of April 1859; but as far as a judgment could be formed, from the information then available, such backwardness did not seem to be attributable to the particular terms of the grant-in-aid rules.

5. It is now, however, represented that considerable difficulty is experienced by voluntary and independent bodies and others in establishing schools on the grant-in-aid principle, in consequence of the rules prescribed by the local Governments for the administration of the system.

6. This objection would not, *primâ facie*, seem to apply to the rules in Bengal, which are framed on broad and liberal principles, and have not, as a general rule, been applied in a stringent manner. Under the operation of those rules, assistance has been afforded in the establishment and maintenance of a large number of vernacular and anglo-vernacular schools, promoted by individual natives or by the local community; but the representations now made as to the adverse effect of the existing rules on the exertions of "voluntary and independent parties," certainly receive confirmation from the fact that, except as regards the educational arrangements in the Sonthal districts, few, if any, applications have been made by religious or benevolent associations for grants-in-aid of vernacular schools in Bengal.

7. In Madras, the grant-in-aid rules, which had previously been of the same general character as those of Bengal, were altered in 1858, with the object of making them more definite, and of raising the qualifications of the masters of schools. The rules, as they now stand, are undoubtedly liable to the objection that they tend to raise to an unnecessarily high scale the salaries of the masters, and, by requiring a large proportion of such increased salaries to be paid by the promoters of the school, impose on them a charge beyond the necessities of the case. The result of this enforced expenditure is to concentrate the efforts of independent parties too much on the higher schools, and thus to limit the funds which would otherwise be available for the education of the poorer classes in remote places where the local community are not in a condition to afford much assistance.

8. The grant-in-aid rules in Bombay were framed on the model of the Bengal rules, but a plan had been previously in operation throughout the presidency, under which schools were established by Government in any place where the local community was willing to guarantee a certain portion of the expense, and it was not thought desirable to supersede this plan by the enforcement of the new rules. In my despatch, dated 22nd March (No. 5) 1860, I had occasion to point out to the Government of Bombay an error into which the Director of Public Instruction had fallen with regard to the application of the grant-in-aid system to schools of a different character; but I am not aware that any applications for aid have since that time been made to the Bombay Government by any societies or associations having for their object the promotion of education among the natives. The system of grants-in-aid may, therefore, be regarded as being practically inoperative in the Bombay presidency.

9. You will, doubtless, consider the suggestion that the system of capitation allowances, payable according to the result of examinations, which has recently been introduced in this country, should be extended to India. I am not sure that this system is altogether as applicable there as in this country, though I observe that Mr. Howard, the Director of Public Instruction at Bombay, has recommended its introduction into that presidency.

10. The suggestion that "the erection of training institutions for native schoolmasters and schoolmistresses should receive special encouragement and aid, with a view to promoting the education of the masses of India," seems to be well worthy of adoption.

11. I am desirous, with reference to the foregoing remarks, that the subject of the administration of grants-in-aid should receive your careful consideration, in view to the removal of any impediments in the way of the extension of the system, and to the adoption of such rules as, consistently with the principles laid down in the despatch of July 1854, while affording the requisite security for the due application of the grants, shall interfere as little as possible with the free action of those who may seek, under their operation, to promote the spread of education among the masses of the people. It will, of course, be borne in mind that any regulations for the administration of grants-in-aid must be general, and that no exceptional rules can be allowed for any particular class of applicants for aid.

XLVIII.

From the Secretary of State for India, to the Government of India,—(No. 2, dated 23rd January 1864.)

PARA. 1. Having considered in Council the proceedings of the Lieutenant Governor of Bengal in this department for the month of August 1863, I have to signify my general approval of the same, and proceed to make such remarks as seem called for on those of the subjects which require more particular notice.

Education of the Coles in Chota Nagpore through the agency of German missionaries.

2. I have perused with much interest the reports of Mr. Medlicott and Major Dalton, on the measures taken by the German missionaries for the promotion of education among the Coles of Chota Nagpore. There seems to be no reluctance on the part of these people to allow their children to avail themselves of the means of instruction placed within their reach, and even to make such contributions as are in their power towards the support of the teachers. The case seems one which could be far more effectually provided for through the agency of the missionaries than by the direct operations of Government, and I, accordingly, approve the sanction given to the grants for the village schools, on terms which, as in other analogous cases, allow a considerable discretion to the missionaries, with the sanction of the Commissioner, as to the disposal of the amount.

3. I observe that the Commissioner expressed an opinion in favor of grants to the boarding and training schools at Ranchee; but, if any definite proposal to this effect should be submitted, there would not, I presume, be the same reason in these cases for dispensing with the strict observance of the established rules.

Schools established at Seebsaugor by Mrs. Ward, and in Nowgong by Messrs. Bronson and Scott: grants-in-aid of—

4. The disinterested efforts of Mrs. Ward, and of the American missionaries, Messrs. Bronson and Scott, to diffuse education among the masses of the population in Seebsaugor and Nowgong, respectively, entitle them to all reasonable assistance and encouragement from Government. I observe that Mr. Atkinson is very properly prepared to recommend the grant of aid to Messrs. Bronson and Scott, on certain general information being afforded as to the proposed application of such a grant. There is no sufficient explanation of the circumstances of the schools at Seebsaugor, to enable me to judge whether it is right, in their case, to require a strict compliance with the grant-in-aid rules, as a condition of a grant; but with reference to the observations in the 3rd paragraph of Mr. Atkinson's report, I have to remark, that the orders of the Secretary of State, as to the appropriation of the Government grants to some particular object in aided schools, were intended for general direction only, and do not prohibit the Government, in exceptional cases, from sanctioning grants on less stringent terms.

Proposed zillah schools at Cachar, Deoghur, and Debrooghur.

5. The Lieutenant Governor of Bengal, in the letter of 19th August 1863, assigns strong grounds for the establishment of zillah schools at Cachar, Deoghur, and Debrooghur, and for the exemption of such schools from the operation of the resolution of 11th July 1863.

6. Mr. Beadon is quite correct in supposing that that resolution went further than was intended in paras. 46, 54, and 55 of Lord Stanley's despatch, on which it was professedly founded. In the 46th paragraph confirmation was given to the orders of July 1854, under which an extended system of English schools was to be established, either at the sole cost of Government, or, "preferentially," by means of the grants-in-aid; and, in paras. 54 and 55 it was intimated that, "as a general rule," such schools should be left to be established by private means, with or without the aid of Government. It was clearly, therefore, the intention to leave to the several Governments in India, the liberty to establish, exceptionally, English schools, at the expense of Government; and, though I fully concur in the views on this point expressed in Lord Stanley's despatch, and see no reason to doubt the probability that, in most parts of the Lower Provinces, the provision of English education may safely be left to the operation of the grant-in-aid rules, I think it probable that, in districts remote from the great centre of civilization and activity at the presidency, the direct action of Government may be necessary. I should not, therefore, consider it excessive if you saw fit to sanction the establishment, as a model institution, of one Government English school at the head quarters of such districts, or, indeed, at those of all the few remaining districts not already supplied with such a school.

XLIX.

From the Secretary of State for India, to the Government of India,—(No. 3, dated 30th January 1864.)

PARA. 1. I have considered in Council the letter from your Government, dated 21st October (No. 8) 1863, which forwards a communication from the Director of Public Instruction in Bengal, furnishing a statement of the appointments in the Educational Department, which should be filled by Europeans possessing the qualifications specified by Mr. Atkinson, and pointing out that the former remarks of the Director of Public Instruction, as to the insufficiency of an allowance of Rs. 400 per mensem to induce men of the required attainments to proceed to India in anticipation of a specific appointment, had been misunderstood.

2. I find, on referring to the former correspondence, that Mr. Atkinson is correct in stating that it was the opinion of the gentlemen formerly cited by him, that Rs. 400 per mensem was insufficient to secure, for the Educational Department in Bengal, the services of men who had taken the high honors which he regarded as necessary.

3. I agree, however, in the opinion of your Government, that it is not necessary that the appointments, comprised in the list now furnished, should be filled by gentlemen of the high qualifications specified by Mr. Atkinson, and looking, on the one hand, at the number of appointments to which salaries not exceeding Rs. 500 per mensem are attached, and to the inexpediency (as observed in my despatch of the 16th of March 1863), of sending out men to unattached appointments on salaries larger than those attached to specific appointments, and on the other hand, at the prospect which gentlemen, entering the department on the lower salaries, have of succeeding to the higher appointments in the department, I still think that it is unnecessary to offer a salary exceeding Rs. 400 per mensem to the gentlemen who may hereafter be sent to Bengal in anticipation of actual vacancies.

4. The remarks of Mr. Atkinson, as to the general qualifications of the gentlemen who may hereafter be engaged for the Educational Service in Bengal, will be borne in mind; but I agree in the opinion expressed by your Government that it is unnecessary to limit the selection to the Universities of Oxford and Cambridge.

L.

From the Secretary of State for India, to the Government of India,—(No. 5, dated 9th March 1864.*)*

PARA. 1. I have had under my consideration in Council the proceedings of the Lieutenant Governor of the Punjab, in this department, for the months of April, May, June, July, and August 1863; and I proceed to notice such of the subjects embraced in them as seem to call for special remark.

Examination of aided schools in religious subjects—Principle of non-interference by Government officials to be strictly carried out.

2. The order of the Lieutenant Governor of the Punjab, on the reference from the Director of Public Instruction, with regard to the examination in religious knowledge of pupils in schools receiving grants-in-aid, is not in accordance with the principle on which the adoption of the system in India was originally sanctioned.

3. In the despatch of the 19th of July 1854, the Court of Directors, in authorizing the introduction of the plan, observed—"the system of grants-in-aid, which we propose to establish in India, will be based on an entire abstinence from interference with the religious instruction conveyed in the schools assisted"; and, again, in para. 56, speaking of the inspectors, it was stated—"in their periodical inspections, no notice whatever should be taken by them of the religious doctrines which may be taught in any school, and their duty should be strictly confined to ascertaining whether the secular knowledge conveyed is such as to entitle it to consideration in the distribution of the sum which will be applied to grants-in-aid."

4. The fundamental principle thus laid down was embodied in the rules framed for the administration of the system of grants-in-aid in the Punjab, as in other parts of India, and I am not aware that, till the present occasion arose, it has ever been proposed to abrogate or modify it.

5. Her Majesty's Government are fully satisfied of the soundness of the clear and definite principle laid down in the despatch of July 1854, as the basis of the grant-in-aid system in India, and they are not prepared to authorize any departure from it. I have, therefore, to request that the Lieutenant Governor of the Punjab may be directed to cancel the orders of the 29th June 1863, and to adhere strictly to the rule that, both in the original assignment of aid, and in the examination of the scholars by the Government inspectors, regard be had solely to the secular instruction given in the schools, and that no kind of interference be exercised with the religious education of the pupils.

Examination of aided schools: instructions regarding—

6. The Lieutenant Governor was, no doubt, right in declining to lay down any definite rule regarding the nature and degree of the inspection to which aided schools should be subjected. At the same time, it is to be remarked that, although "a cursory examination

of a class" may be sufficient to satisfy an inspector in the case of those schools where he has the opportunity of paying frequent visits throughout the year, such an examination would be insufficient to enable him to form an opinion of the progress of the scholars in those cases in which the schools receive no more than an annual visit, or, at most, two within the year. If, however, the inspectors act under a full sense of the obligation which lies on them to see that all the stipulations attached to the grant of aid are observed, and that the aided schools are well conducted, and the scholars making satisfactory progress, it may safely be left to them, under the general control of the director, to carry out the duties of inspection in the way that may seem to them best.

Female education: proposed scheme devised by committee of Native Chiefs of Lahore and Umritsur.

7. I learn with much gratification the ready response made by the chiefs and gentry of the Punjab to the appeal in favor of female education, addressed to them by the Lieutenant Governor, on occasion of the recent educational durbar at Lahore. The scheme proposed by the native committee seems well calculated to carry out the object of securing the instruction of females of the higher classes; and, although the security usually taken for the due application of money granted by Government in aid of educational measures could not, from the nature of the case, be required, I entirely approve the grant made in aid of the project, and shall await with interest the result of the measure.

Proposals for retaining the services of vernacular teachers who have been trained at Government normal schools.

8. It is unquestionably right, as a general principle, that young men, trained as schoolmasters at the expense of Government, should be bound either to render equivalent service or to refund to Government the cost of their training. It is true, however, as observed by Captain Fuller, that unwilling service in the case of a teacher is almost entirely useless. I approve, therefore, the moderate term of service which he would exact as a maximum from the trained teachers, and the moderate penalty to be imposed in case of failure to fulfil such term; and, in the present state of education in the Punjab, it may be right to abstain in some cases from taking engagements, even to this moderate extent, from candidates for admittance into the normal schools.

Medical College at Lahore: satisfactory state of, and proposed addition to.

9. The report of Dr. Scriven seems to show that the Medical College at Lahore had made satisfactory progress during the two years and a half for which it had been in operation. There seems to be no difficulty whatever in obtaining the requisite number of pupils in the lower department; and, in the upper, no fewer than fifteen entered within the above period, of which ten remained in the college at the date of the report. Considering the limited number of young men in the Punjab qualified at present to pass the entrance examination, this result seems to show that there is no disinclination among the residents of the Punjab to embrace the medical profession in its higher grades, and that, before long, the college may

be in a position to turn out the number of students qualified for the office of sub-assistant surgeon anticipated when the establishment of the college was first sanctioned.

10. It will rest with your Government to determine, with the report of the Principal before you, whether a case has been made out for the addition to the establishment previously applied for.

Study of the Scriptures in Government schools; proposal that Government should indirectly aid.

11. The proposal of the Director of Public Instruction for the formation of a fund, with the aid of Government, for giving prizes for proficiency in Christian knowledge, to be competed for by pupils in the Punjab schools, is directly opposed to the orders contained in the despatch of the 19th July 1854; and under these circumstances, it might have been at once negatived by the Lieutenant Governor. The Director should be careful to make himself acquainted with the principles on which it has been decided that Government should act in relation to the education of the natives of India; and he should be cautioned against submitting recommendations inconsistent with the principles thus deliberately affirmed.

LI.

From the Secretary of State for India, to the Government of India,—(No. 6, dated 16th March 1864.)

PARA. 1. I have had under my consideration in Council the reports of the Director of Public Instruction in the North-Western Provinces for the years 1860-61, 1861-62 and 1862-63.

2. The general results of the operations of the Educational Department in the former of these years were reviewed by me in connexion with the report for 1859–60, and I do not find in any of the reports now under consideration many subjects calling for special remark.

Satisfactory state of the Agra, Bareilly and Benares Colleges, and Ajmere School.

3. The result of the examination of the pupils in the four principal educational institutions of Government shows an advance in almost all departments of learning, and this is confirmed by the position taken by those students who were candidates for admission into the Calcutta University. At the Bareilly College there has also been a progressive increase in the number of students since 1859–60. The numbers in attendance at the other institutions, of the class in question, exhibit an increase in the last year under review, which, I trust, may be maintained in future years.

Boarding-house at Bareilly for native gentlemen attending the college; similar houses projected at Agra and Etawah.

4. I notice with satisfaction the success which has attended the establishment of a boarding-house at Bareilly for the reception of the sons of native gentlemen throughout the adjoining districts, who may wish to attend the college; and I hope that similar success may attend the boarding-houses projected in connexion with the college at Agra and the high school at Etawah.

Satisfactory attendance of native Christian youths at the Bareilly College; their more general resort to the Government colleges and schools to be desired.

5. The attendance of native Christian youths at the Bareilly College is a gratifying circumstance, and the fact should be made known to the managers of similar institutions elsewhere, in order that the propriety of taking steps to induce that class generally to resort more freely than they have hitherto done to the Government colleges and schools may be brought under consideration.

Increase of English classes in tehseelee schools desirable.

6. It does not appear that much was done in the years under review to extend the means of instruction in English, but I shall hope to learn that a further addition has since been made to the number of English classes in tehseelee schools under the sanction already given, and that, not only to the extent sanctioned in my despatch dated 24th March 1862, but to an amount proportioned to the larger sum which it has since been found practicable to appropriate to the

purposes of education throughout India, grants-in-aid have been expressly made for carrying out this important branch of educational operations in the North-West Provinces.

Hulkabundee schools; increase of,—report showing in detail the actual operation of the system and the collection of funds, called for.

7. The number of pupils in the hulkabundee schools continues to increase, but a difference still prevails in the manner in which the funds are provided for the support of the schools in the several districts. I am aware that uniformity in the mode of collection was not to be expected till all the districts of the North-West Provinces should come under re-settlement, but, with reference to the remark in 23rd paragraph of Mr. Kempson's report for 1861-62, I am of opinion that a special report should be called for, showing in detail the districts, or part of districts, in which the hulkabundee system is in actual operation, as well as the precise manner in which, in the several divisions, the funds are provided, and the prospect that in those places, where the arrangements are now temporary and provisional, the system may, at no distant period, be placed on a permanent footing.

Female schools, extension of; Thakoor Kalyan Singh commended.

8. I notice with satisfaction the extension of female schools, and the attendance in some cases of female scholars at the hulkabundee schools; and Thakoor Kalyan Singh, who, I observe, has lately been appointed Deputy Inspector of Female Schools in the Second Circle, is entitled to commendation not only for the part which he originally took in the establishment of English schools in the Agra district, but for the manner in which he gave effect to the instructions of Mr. Reid for the training of a class of native ladies as mistresses for the schools.

Question of exacting an educational test from all candidates for public employment.

9 I observe that it is stated in the Government letter of the 7th October 1862, that "the question of making an educational test compulsory on candidates for public employment is under consideration." This question is one of great importance with reference, on the one hand, to the efficiency of the public service, and, on the other, to the interests of those who may avail themselves of the opportunities afforded them by Government of obtaining a sound and useful education, whether up to the higher standard of attainment embraced in the University course, or to those various lower standards reached by the several classes of schools throughout the country. Her Majesty's Government have never hesitated to express their desire that, so far as can be done consistently with the due responsibility of administrative officers for the selection of individuals for subordinate appointments, the reasonable expectations of those who have gone through a course of education of the kind promoted and approved by the Government should not be disappointed, and I await with interest the result of the reference made on the subject to the Board of Revenue, in consequence of Mr. Kempson's remarks in his report for 1862-63, together with any general recommendation which the Lieutenant Governor of the North-West Provinces may have seen fit to submit on the subject.

10. With reference to the remarks in the 25th and 26th paragraphs of the report for 1862–63 (page 9), on the Sanskrit Department of the Benares College, I concur in the observations made by the late Lieutenant Governor in para. 10 of Mr. Simson's letter to Mr. Kempson, dated August 27th, 1863.

Encouragement of the study of Sanskrit in the Benares College.

LII.

From the Secretary of State for India, to the Government of India,—(No. 7, dated 16th March 1864.)

PARA. 1. I have considered in Council your letters in this department, dated 23rd January (No. 1) 1863, and 6th January (No. 2) 1864, relating to the scheme of education which has been sanctioned by your Government for the Central Provinces.

2. I approve the general principles on which the scheme has been framed, and I am of opinion that the establishments have been fixed with a due regard to efficiency on the one hand, and to economy on the other.

3. The apportionment by your Government of the cost of the various classes of schools to the imperial revenues and to the one per cent. cess, respectively, was in conformity with the established principles. I think, however, that the cess should not be charged with the expense of training masters for any but village schools, and that in the case of normal schools, where masters are trained for schools of a higher grade, a fair proportion of the expense should be defrayed from the general revenues.

4. I observe that the only school of a grade superior to the zillah schools, which it is proposed to maintain at the expense of Government, is the Saugor school. It would seem proper that the means of obtaining education of a corresponding grade should be furnished in the Nagpore division; but, as Mr. Temple stated in his administration report for 1861-62, that a good missionary school has for some time been maintained in Nagpore, for which, in common with other schools at Jubbulpore and Chindwarra, a grant-in-aid had been solicited, I presume that it is intended to rely on that school for the means of superior education in the Nagpore province. I have only to remark that such a course would be in entire consistency with the principles heretofore laid down by Her Majesty's Government.

5. The proposals of the Officiating Chief Commissioner, as to the number of tehseelee schools to be maintained in the Central Provinces at the expense of the State, were clearly inadmissible; and the principles on which Government are accustomed to undertake the expense of a limited number of schools of this class, were properly explained to Mr. Temple.

6. The general controlling establishment has been fixed on a moderate scale; but, with reference to the absence of an European Inspector in the Second or Nagpore division, I presume that the Director will himself undertake the duty of inspecting the grant-in-aid anglo-vernacular schools in that division.

7. While I entirely approve the adoption, in the Central Provinces, of the plan which has been found successful in the Punjab, of entrusting to the civil officers of the districts the duty of organizing and

managing the schools within their respective jurisdictions, I entertain some doubt as to the propriety of depriving the head of the Educational Department of all concern with the inspection of the village schools. It seems to me, on the contrary, desirable that the actual inspection of all classes of schools should be carried on in subordination to the Direct or of Public Instruction; and I believe that the Officiating Chief Commissioner was mistaken in supposing that any other arrangement prevailed in the Punjab. I request that this point may be reconsidered, and that if you should think it inexpedient at present to make any change in the plan as already sanctioned, a special report may be called for when the plan has been a sufficient time in operation, as to the working of this part of the scheme.

LIII.

From the Secretary of State for India, to the Government of India,—(*No.* 8, *dated* 16*th March* 1864.)

PARA. 1. The proceedings in this department, forwarded with your letter dated 6th January (No. 1) 1864, relating to the scheme of education sanctioned by your Government for the province of Oude, were disposed of in my despatch, dated 24th December (No. 12) 1863; and I have now only to notice the memorandum recorded in the Financial Department on the subject, and the instructions communicated by you to the Chief Commissioner of Oude with reference to that memorandum.

2. The only points on which the suggestions in the memorandum point to any change in the practice hitherto followed are those relating to the appropriation of the one per cent. educational cess and the source from which funds should be provided for the maintenance of tehseelee schools.

3. It has hitherto been understood that, as a "zillah school" is, as a general rule, to be maintained at the expense of Government at the principal station of each district, so a "tehseelee school" should be maintained by Government in each tehseeldaree, generally at the head-quarters of the tehseeldar. These two classes of Government schools are intended, as observed in your letter of the 22nd December 1863, not "to supersede institutions supported primarily from local sources, but rather, by creating good models, to elevate their standard and encourage their establishment by demonstrating to the people the advantages of education"; and it has been held that any additional schools which it may be desired to establish, whether affording instruction up to the comparatively high standard of the zillah schools, or confined to the lower standard of the tehseelee schools, should be left to local efforts, supplemented, if necessary, by assistance afforded by Government under the grant-in-aid rules.

4. I see no reason for requiring any change in the established practice in this respect. Accordingly, while the one per cent. school fund should, in accordance with the practice in the North-West Provinces and with the decision conveyed in my despatch No. 12 of 1863, be expended only on the support of village schools and on normal schools designed for the training of village schoolmasters, I am not disposed to require that the whole cost of providing town schools, corresponding in their nature with the Government tehseelee schools, should be thrown on the local community, but would still leave it open to the inhabitants to establish such schools under the operation of the grant-in-aid rules.

5. At the same time, it would be right to afford all reasonable facilities for raising a special educational fund by assessment or town dues in those towns where the inhabitants may wish to take that means of maintaining schools; and, as it has been held that funds raised under

the Municipal Act cannot be applied to educational purposes, it is worthy of consideration whether some general legislative measure should not be passed, providing for the exercise of the power of self-assessment in those towns which may declare their desire to be brought under its operation.

LIV.

From the Secretary of State for India, to the Government of India,—(No. 10, dated 24th March 1864.)

PARA. 1. The following advertisement has recently appeared in several successive issues of the *Times* newspaper:—

"EDUCATIONAL APPOINTMENTS IN INDIA.—A principal on £792, and a professor on £660, per annum, are required for the Government College at Lahore in the Punjab, £200 will be allowed to each for passage money and outfit. For one post mathematical attainments are desired, at least equal to those of a medium Cambridge wrangler; and for the other, excellence in classics, at least up to the standard of a good Oxford second class, and proficiency in English language and literature. Proficiency in other subjects, such as history, law, mental and moral science, or the oriental languages, especially Arabic, Persian and Hindoostanee, will render a candidate, otherwise qualified, still more eligible for appointment. Early applications; with copies of testimonials, should be sent, either direct to Captain Fuller, R. A., Director of Public Instruction for the Punjab, at Lahore; or to Messrs. Smith, Elder and Co., Cornhill, London, who will forward them by the next overland mail and supply any further information that may be needed."

2. It has been repeatedly laid down by the Court of Directors and Her Majesty's Government that while the local Governments are at full liberty to make use of the services of any gentlemen who may be in India for employment in the Department of Education, no engagements should be made with individuals in this country for entering the public service in India, except through the medium of the Home Authorities.

3. The above advertisement is, therefore, objectionable on general grounds; but it is open to the further objection that a decision passed at Lahore on the applications of individuals supported by testimonials sent from England would afford a very insufficient security for the selection of the best candidate.

4. I have to request that the attention of the Lieutenant Governor of the Punjab may be called to the irregularity which has been committed by the Director of Public Instruction; and that he may be directed in future to conform to the prescribed course of submitting to the Secretary of State any occasion which may arise for the engagement of a gentleman in this country for the Educational Service in the Punjab, together with such particulars of the appointment to be filled and the qualifications required, as may be necessary to enable a fitting selection to be made.

LV.

From the Secretary of State for India, to the Government of India,—(No. 13, *dated 25th April* 1864.)

Educational letters, Nos. 4 and 5, dated 13th Feb. 1864.

PARA. 1. I have had under my consideration in Council the letters from the Government of Bombay, noted in the margin, the one relating to the offer of Mr. Soorabjee Pestonjee Framjee to contribute a sum of Rs. 1,00,000 towards the endowment of a Fellowship in memory of the late Framjee Cowasjee, and the other to the offer of Mr. Dadabhoy Nowrojee, on behalf of himself and other gentlemen of Bombay, to contribute Rs. 1,75,000 for the foundation of a Fellowship in memory of the late Earl Canning; the offer, in each case, being conditional on the grant of a similar sum from Government and on the allowance of interest at the rate of six per cent. on the aggregate fund.

2. The liberal contributions of native gentlemen at Bombay towards objects tending to promote the extension and efficiency of the means of education have frequently been acknowledged by Her Majesty's Government; and the sums offered in the present instances afford a fresh proof of the munificence of that wealthy and enlightened class of Her Majesty's subjects.

3. I have taken into my consideration in Council the question whether Government can with propriety contribute the large sums which are asked for by the donors as a condition of the endowment of the proposed Fellowships.

4. While, on the one hand, it is desirable that the liberality of private individuals should not be discouraged, it is necessary, on the other, to recollect that these grants, if made, must so far diminish the sum available for the general purposes of education in the presidency of Bombay during the ensuing year.

5. The propriety, therefore, of making them must depend upon whether the object of the endowments in question is in accordance with the general principles by which the expenditure of the State upon education is governed.

6. Those principles are that, as far as possible, the resources of the State should be so applied as to assist those who cannot be expected to help themselves, and that the richer classes of the people should gradually be induced to provide for their own education. For these reasons, the fees in the higher schools have been raised, and an endeavor has been made to make them self-supporting, while the principal efforts of Government have been directed to the education of the great mass of the people.

7. The proposed Fellowships would be enjoyed by a very few persons who had already received a good education. It is with regret, therefore, that I am forced to the conclusion that, to apply $2\frac{3}{4}$ lacs of

rupees out of the sum available for educational purposes towards their endowment, would be to encourage that kind of education which least requires the aid of the State, to the corresponding privation of those who stand in the greatest need of assistance.

8. The application for the State endowment of these Fellowships must, therefore, be declined. But, in doing so, every acknowledgment should be made of the liberal and praiseworthy intentions of the donors, and a hope expressed that, at least, a considerable portion of their objects may still be carried out from private resources.

LVI.

From the Secretary of State for India, to the Government of India,—(No. 14, dated 16th May 1864.)

PARA. 1. I have considered in Council your letter dated 26th January (No. 3) 1864, submitting copy of your resolution of the 13th of January, declaring that in future "schooling fees" are in all cases to be recognized as part of the expenditure from private sources, in respect of which the amount of grants to particular schools is to be computed under clause 6 of the grant-in-aid rules.

2. It seems that under the despatch of the Court of Directors of 29th July (No. 104) 1857, and under Lord Stanley's despatch of 14th April (No. 6) 1859, it has been the practice in certain cases to allow to vernacular schools the benefit of the principle above referred to; and for the reasons stated in your resolution, I approve the extension of the rule to all classes of schools for which grants-in-aid may hereafter be solicited.

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LVII.

From the Secretary of State for India, to the Government of India,—(*No.* 16, *dated* 24*th June* 1864.)

PARA. 1. I have considered in Council the proceedings of the Lieutenant Governor of Bengal in this department for the month of October 1863, and I proceed to make the following remarks on the subjects recorded respectively under Nos. 11 and 12, 17 and 19, and 38 to 45.

Formation of thirty additional circles in south-east division of Bengal.

2. I approve the sanction given by your Government to a further extension of the circle-school system in the south-east educational division of Bengal. The Lieutenant Governor, before proposing the extension, had no doubt fully satisfied himself as to the successful operation of the system; and, on an administrative question so purely local, I should be quite prepared to rely on his judgment. The subject, however, is one of great interest with reference to the extension of elementary education among the masses of the population in Bengal, and I request that I may be furnished with a copy of the report which you may receive from the Lieutenant Governor.

Extension of education in the Cossyah Hills carried on by the Welsh mission at Cherra Poonjee.

3. I notice with gratification the testimony borne by the Director of Public Instruction in Bengal to the good management and successful operation of the schools hitherto maintained with the aid of the Government grants in the Cossyah Hills. There seems, from the statements of Lieutenant-Colonel Haughton, to be a strong desire among the native chiefs for an extension of the means of education in the hills, and I entirely approve the augmentation of the grant to the Welsh missionaries with a view to the establishment of additional schools.

4. I concur in the opinion, that instruction should be conveyed to the people in their own language; that the Roman character should be employed as the medium of instruction; and that, when the pupils are in a state to acquire a foreign language, they should be taught English, and not Bengali.

Application for grants-in-aid of certain vernacular and anglo-vernacular schools established by the Free Church of Scotland.

5. The memorandum of Dr. Duff presents an interesting view of the past operations of the Free Church of Scotland in promoting education in the district of Hooghly, and of the plan on which it is proposed to extend those operations.

6. The "localizing system" seems calculated to produce a great effect in the particular locality to which it may be applied, and though not one which Government can adopt, may very properly receive all reasonable encouragement by means of grants-in-aid.

7. The several recommendations of the Director of Public Instruction, as to the aid to be afforded to the extended operations of the Free Church of Scotland in the Hooghly district, are in accordance with the terms of the grant-in-aid rules; and, though there is nothing in the rules directly providing for the small grants sanctioned by the Lieutenant Governor for the circle-school teachers and the rewards to the village schools, those grants are so closely connected with the efficiency of the proposed system and so entirely consistent with the general scope of the rules, that the Lieutenant Governor was quite justified in giving his sanction to them.

8. Under the resolution of your Government of the 13th of January 1864, recognizing "schooling fees" as forming part of the private contributions entitling a school to a grant-in-aid from Government, it will be competent to the Lieutenant Governor to sanction the proposed grants to the anglo-vernacular and vernacular schools.

LVIII.

From the Secretary of State for India, to the Government of India,—(No. 20, dated 15th August 1864.)

PARA. 1. I have considered in Council your letter dated 27th May (No. 12) 1864, together with the proceedings therein referred to, and I have to signify my approval of your proceedings, on the proposal of the Lieutenant Governor of the Punjab, for raising the Delhi and Lahore zillah schools to the status of colleges.

2. With regard to the proposed addition of a superior head-master to the establishment of three of the existing normal schools in the Punjab, and for an allowance of Rs. 100 per mensem for stipendiary students to each of those schools, I have to remark that the object of this additional expenditure appears, from the letter in which it was originally proposed, not to train up masters for elementary schools, but to provide duly qualified masters "to fill up the vacancies among vernacular teachers in the zillah and other schools of a higher grade."

3. You will have learned from my despatch dated 16th March (No. 7) 1864, that I do not consider that the local educational funds are fairly chargeable with the expense of training masters for any but village schools, and that in the case of normal schools, where masters are trained for schools of a higher grade, a fair proportion of the expense should be defrayed from the general revenues. It will be for your Government to apply this principle to the case of the Punjab normal schools.

LIX.

From the Secretary of State for India, to the Government of India,—(No. 22, dated 31st October 1864.)

PARA. 1. I have considered in Council your letter dated 14th June (No. 14) 1864, and I have to express my great gratification at the view presented in the minute of the Lieutenant Governor of the Punjab, of the state and prospects of female education in that province.

2. The spontaneous efforts made by the chiefs and other natives, especially by Baba Khem Singh, to establish schools for females, are deserving of all encouragement; and I approve the mode in which it is proposed by Sir Robert Montgomery to afford the assistance of Government in aid of the movement.

LX.

From the Secretary of State for India, to the Government of India,—(No. 23, dated 7th November 1864.)

PARA. 1. I have considered in Council your letter in the Public Works Department, dated 21st July (No. 55) 1864, reporting your further proceedings on the subject of the future organization of the College of Civil Engineering at Calcutta.

2. I see no reason to doubt that, by the addition of a proper staff of professors in professional subjects, effectual provision, sufficient at least for the present, can be made for the theoretical training of civil engineers at the Presidency College; and I accordingly approve the resolution to which you finally came, to abolish the Civil Engineering College as a separate institution.

3. I infer that it is intended that the students of civil engineering, while in college, shall still have the opportunity of attending at the Government workshops and factories at Calcutta; while their practical training, after the completion of their college course, is to be provided for by their employment for two years in the survey department, in the Government workshops, and on works in progress, during which period they will be regarded as pupils or apprentices, and will receive from Government an allowance not exceeding Rs. 50 per mensem. Regarding these stipends in the light of scholarships, which will only be conferred on those students who, having passed with success through their theoretical course, are likely to become efficient civil engineers, available either for Government employment or independent practice, I sanction and approve the grant of the proposed allowances.

4. I have, in conclusion, only to remark that as the opening up of a new professional career to the natives of India was one of the main objects which Her Majesty's Government had in view in sanctioning the establishment of colleges and schools of civil engineering, it is their expectation that the separate college at Calcutta being abolished, the staff of the Presidency College may be so strengthened, as to afford full and efficient training in the science in all its branches.

LXI.

From the Secretary of State for India, to the Government of India,—(No. 2, dated 17th February 1865.)

PARA. 1. I have recently received the report of the Director of Public Instruction for the North-West Provinces for 1863-64, and have considered it in Council in connexion with your despatch dated 11th August (No. 19) 1864.

2. The report affords satisfactory proof of the continued progress of education throughout the North-West Provinces, and of the improvement, which was observable in former years, in the standard of attainment reached by the pupils in the Government colleges and higher schools, and of which a reliable test is afforded by the various examinations of the Calcutta University.

English classes in tehseelee schools.

3. With regard to the extension of the means of education in English, it appears that the measures employed are not by any means confined to the addition of an English class to the tehseelee schools, but that at any place of sufficient importance, where the inhabitants manifest a desire for instruction in English, and where sufficient funds can be provided, every facility is given by the Director for the establishment of an anglo-vernacular school.

Anglo-vernacular schools.

4. I notice, with great gratification, that Mr. Kempson says of the anglo-vernacular schools in the first Educational Circle, not only that their state is very satisfactory, but that they are "entirely under native management." The more extensively this principle can be applied, the more confidently may it be believed that the schools which are established are calculated to supply a real existing want on the part of the community, and that the course of instruction, while it is consistent with the course of the University examinations and with the requirements of the grant-in-aid rules, will not be opposed to the feelings and habits of native society.

Female schools.

5. The progress of female education continues to be as favorable as could reasonably be expected, the number of schools and scholars being stated to have more than doubled during the year. This satisfactory result seems to have been obtained through the employment, by the officers of the department, of that cautious and tentative mode of proceeding which is absolutely necessary in dealing with a matter of so great delicacy; and if that course continues to be followed, there seems good reason to believe that the movement, which has already had so much success, will meet with no serious interruption. The details given by Thakur Kalyan Singh of the female schools in the second circle are highly

interesting, and as better qualified mistresses are supplied in greater numbers from the female schools in actual operation, the defects in instruction and discipline, spoken of by that officer, may be expected gradually to disappear.

Alleged non-employment by Government officers of youths educated in Government colleges. An education test unnecessary.

6. It is satisfactory to me to find that the alleged backwardness of the district officers to give employment to young men who have received their education at the Government schools is, in the opinion of the Lieutenant Governor, disproved by the information furnished on the subject by the Board of Revenue. Under these circumstances, I acquiesce in the conclusion arrived at by the Lieutenant Governor on the question of introducing a compulsory educational test as a qualification for public employment, and in his decision to leave the district officers "untrammelled in the exercise of their discretion in selecting their subordinates."

LXII.

From the Secretary of State for India, to the Government of India,—(No. 42, Revenue, dated 24th July 1865.)

PARA. 1. I have had under my consideration in Council the despatch from your Excellency in Council in the Foreign (Revenue) Department, dated the 17th April last (No. 17), in which you inform me that you have acceded to a proposal of the Chief Commissioner in the Central Provinces for raising the educational cess in those provinces to one per cent. on the gross rental, or two per cent. on the Government jumma in the revision of settlement which is now in progress.

2. I have to signify to you my approval of this proceeding.

LXIII.

From the Secretary of State for India, to the Government of India,—(No. 7, dated 31st July 1865.)

PARA. 1. I have considered in Council your letters, dated 27th May (No. 9) 1864, and 27th March (No. 5) 1865, relative to the measures which it is proposed to take for the promotion of education in British Burmah on an extended and systematic plan.

2. It would obviously be premature, as observed by the Chief Commissioner, to establish at present institutions of a high or collegiate character.

3. The proposal of Colonel Phayre for the establishment of a Government middle class school in each of the principal towns of the province, is very moderate. It is quite right, on the one hand, that in the establishment even of these Government schools, local efforts should, as far as possible, be called forth, and on the other, that, as a rule, the schools should not be established till tolerably efficient masters are available. But it must, nevertheless, be borne in mind that in a country where the people have had so little opportunity of learning the advantages of education, local sympathy and support are not to be looked for to the same extent as in more settled districts; and that unless special measures are taken for preparing a class of masters for schools in Burmah, or unless peculiar advantages are offered to induce well-qualified masters to serve there, the establishment of the proposed Government schools within a reasonable time is scarcely to be expected.

4. I entirely approve the grants which have already been made in aid of the measures taken by individuals and societies for the establishment of schools both in the towns and in the rural districts of British Burmah, and I hope that it may be found practicable at an early period, to induce the inmates of the Buddhist monasteries, by whom the education of the people has hitherto been almost exclusively conducted, to receive grants of books from Government with a view to the improvement and extension of the education which they have heretofore afforded.

5. Efficient supervision has formed an important part of the various measures adopted under the despatch of July 1854 for the promotion of education in India; and I hope, therefore, that arrangements will be brought into operation, at an early period, for supplying this deficiency in the existing educational system in British Burmah. It is obviously unnecessary, under present circumstances, to incur any considerable expense on this account; but I cannot think that the mere inspection of the principal schools once a year would supply such stimulus on the one hand and control on the other as are required to produce any really beneficial effects.

LXIV.

From the Secretary of State for India, to the Government of India,—(No. 8, dated 31st July 1865.)

PARA. 1. I have considered in Council your letter dated 15th March (No. 4) 1865, reporting your proceedings regarding a scheme of education which has been sanctioned for the Hyderabad Assigned Districts at a cost of Rs. 56,100 per annum.

2. I approve generally the scheme which you have sanctioned; and though I thought it necessary to disallow, in the case of Oude, the combination of the duties of Director of Public Instruction with those of Principal of the Lucknow College, I shall not, with reference to the more limited field of operations in the Hyderabad Assigned Districts, object to a trial of the arrangement under which the Principal of the Berar School will be entrusted with the general direction of education.

3. I presume that, in accordance with the orders in paragraphs 7 and 8 of my despatch of the 24th December 1863, No. 12, respecting the inspection of local schools in Oude, you have complied with the request of the Resident at Hyderabad, and relieved the head masters of zillah schools from the duty of examining the village schools within the several districts.

4. It is very properly intended to support only a small number of village schools at the cost of Government, and to trust to local funds for the establishment of additional schools; but I do not observe that any provision is made for grants-in-aid to schools of this or of any other class, and I am of opinion that this omission should be supplied, and that the attention of the Resident at Hyderabad should be called to the expediency of bringing the grant-in-aid system into operation in the Assigned Districts.

LXV.

From the Secretary of State for India, to the Government of India,—(No. 5, dated 9th March 1866.)

PARA. 1. I have had under my consideration in Council your letter dated the 6th March (No. 3) 1865, forwarding, in reply to Sir Charles Wood's despatch of the 23rd January (No. 1) 1864, certain documents relative to the administration of grants-in-aid, and drawing attention to the report of the Director of Public Instruction in Bengal on the subject; noticing two measures connected with the grant-in-aid system sanctioned by you in the year 1864, and remarking that, before urging the more general adoption of the "system of grants-in-aid by capitation results, which have been introduced at Bombay," you think it necessary to watch the working of the system.

2. In addition to the proceedings forwarded in your letter, I find, from an examination of your books of proceedings, that you have given your sanction to revised rules for the administration of grants-in-aid in Madras, Bombay, the North-West Provinces, Oude, British Burmah and the Central Provinces.

3. The rules thus sanctioned by you differ very widely in their character. To notice the principal divisions of territory only, the rules for the North-West Provinces, resembling those which have been in use in Bengal, are based upon broad and comprehensive principles; under those of Madras, aid is limited almost entirely to the augmentation of teachers' salaries with the object of improving the quality of education; while those of Bombay are framed on the system of payment by results of individual examinations, which forms the basis of the revised code in this country.

4. I do not find anything like a general review by your Government of these differing systems, nor any indication of an opinion whether the modifications made in the previously existing systems by the several local Governments were such as to obviate the complaints of the ineffective working of the system of grants-in-aid, referred to you in the despatch of 23rd January 1864, and to secure the object proposed to you in that despatch of so framing the grant-in-aid rules as, "while affording the requisite security for the due application of the grants, to interfere as little as possible with the free action of those who may seek, under their operation, to promote the spread of education among the masses of the people."

5. The only indication given by you of any opinion as to the relative advantages of the differing systems which you have sanctioned, is that you say you consider it "expedient to watch the working of the new system of grants-in-aid by capitation results," which has been introduced at Bombay, "before urging its more general adoption." I concur in this view, and am satisfied with the reasons assigned by the

Lieutenant Governors of Bengal and of the North-West Provinces, against the introduction at present of that system in those provinces respectively.

6. The report of the Director of Public Instruction in Bengal bears out the favorable view taken in the despatch No. 1 of 1864, as to the character of the Bengal rules and to their generally satisfactory operation; and I am disposed to concur in the conclusion arrived at by the Lieutenant Governor, that the rules are well adapted to the wants of the country and do not call at present for any alteration.

7. In the mission schools receiving grants-in-aid from Government in Bengal, the conductors do not, for the most part, profess to impart secular education of a high order, or to prepare the scholars to enter into competition with the pupils of other schools for Government scholarships. There is every reason, however, to believe in the beneficial effect upon the Hindoo population in Calcutta and elsewhere in Bengal of the education imparted to them under English gentlemen of the character and acquirements of the missionaries. There is, as the Lieutenant Governor remarks, ample scope for the labours of all who are willing to exert themselves for the promotion of secular education among the masses of the people of India; the benefits resulting from the efforts in this direction of missionaries and other benevolent persons have been repeatedly acknowledged, and Her Majesty's Government would greatly regret that those efforts should be disparaged, or that any ground should be afforded for supposing that Government or its officers are less disposed than heretofore to afford encouragement to such valuable and disinterested exertions.

8. I observe that, in the revised rules which have been sanctioned for the Madras presidency, the "certificate system," or that by which grants are made to certificated teachers, proportioned in amount to the examination which they may pass, is still retained as the "leading feature" of the scheme; and as regards schools generally, therefore, the rules are still open to the objection which was formerly stated to them, *viz.*, "that they tend to raise to an unnecessarily high scale the salaries of the masters, and by requiring a large proportion of such increased salaries to be paid by the promoters of the school, impose on them a charge beyond the necessities of the case." The hardship would be varied, but not diminished, should the managers of the school be unwilling or unable to raise the salary of a master who has successfully passed his examination, to an amount equal to that of the grant to which his success in the examination would entitle him; for in that case, the Government grant would not be paid in full, but be limited to the amount of salary paid by the managers, who would be unable to claim the balance of the grant as a contribution towards the general expenses of the school.

9. Among the changes introduced by the new rules, it is now provided,—1*st*, that a grant on a reduced scale may be given in aid of the salary of any masters or mistresses, of whose qualifications to perform their duties in a fairly efficient manner the Director of Public Instruction may be satisfied, though they may be unable to pass the certificate examination; and 2*ndly*, that in the case of elementary schools,

the managers may have the option of obtaining grants according to the results of periodical examinations of the pupils. These provisions will materially mitigate the stringency of the rules as they formerly stood; and, though I am not altogether satisfied that the rules even now are not unduly directed to the raising of the standard of education in existing schools, while they fail to afford sufficient encouragement to the establishment of new ones, I shall not urge any further alteration of the rules in this respect, till the amendments which have been sanctioned shall have had a fair trial.

10. In the mean time I cannot, without a more distinct expression of opinion from your Government, consider the whole subject of the grant-in-aid rules to be satisfactorily disposed of; and I have to request, therefore, that, with reference to the representations forwarded with the despatch of the 23rd of January 1864, you will inform me, with as little delay as possible, how far, in your opinion, the systems now in force in the different presidencies are calculated to secure the objects specified in the concluding paragraph of the above-mentioned despatch.

LXVI.

From the Secretary of State for India, to the Government of India,—(No. 2, dated 16th April 1867.)

PARA. 1. I have considered in Council your despatch dated the 31st January last, No. 1, regarding the selection of gentlemen from England for appointments in the Educational Department.

2. Having given this subject my attentive consideration, I am of opinion that the existing rules should be maintained, *viz.*, that in all cases in which it is necessary that an appointment in the Educational Department should be made from England, the nomination should rest with the Secretary of State, who will take every precaution that no needless delay should occur in filling up any vacancy which may be notified to him by your Government. With that view, I desire that the earliest intimation may be given of any expected vacancy.

LXVII.

From the Secretary of State for India, to the Government of India,—(No. 5, dated 31st January 1868.)

PARA. 1. The despatch of your Excellency in Council, dated the 6th of December, No. 14 of 1867, transmitting further correspondence on the subject of the employment of the vernacular languages as a medium of conveying to the natives of India a higher order of education, has been considered by me in Council.

2. I have read this correspondence with the interest which its important subject naturally induces, and I approve of the views expressed by your Excellency in Council in your reply to the memorial of the British Indian Association. In the creation of a vernacular literature, which shall exercise an influence over the higher education of the natives of India, your Government and the British Indian Association seem at present only to contemplate the agency of translations of approved English works. As a first step, this course is judicious; but I would also suggest, for the consideration of your Excellency in Council, the propriety of offering some encouragement to "compilations" in the vernacular languages from moral English works on a single subject. This process is as beneficial to the class of teachers as to that of pupils, and as progress is made, compilers will have to exercise original and independent thought in the reconciliation of the details of one authority with those of another, or in choosing the statement of one rather than that of another. It may thus be hoped that, through the discipline of translation and compilation, the composition of original works by intelligent and educated natives for the benefit of their countrymen will be eventually attained.

LXVIII.

From the Secretary of State for India, to the Government of India,—(No. 13, dated 2nd July 1868.)

PARA. 1. I have considered in Council your despatch dated 11th April, No. 5 of 1868, forwarding a memorial from the officers of the higher Educational Service in Bengal, praying for a revision of the pension rules applicable to them.

2. I have also considered your despatches, dated the 6th September, No. 9 of 1867, and the 20th February, No. 3 of 1868, relative to Sir A. Grant's proposals for the reorganization of the higher Educational Service in Bombay.

3. I attach much importance to the maintenance of an efficient Educational Service throughout India, and I trust that you will be able, without incurring undue expense, to improve the condition of its members, and to meet the desire which they have expressed for a more secure and better defined position.

4. The substitution of a formal warrant, conferring educational appointments during good behaviour, for the present letter, which reserves to the Government the right of removal on six months' notice, the revision of the scale of precedence, and the introduction of the principle of graduated salaries, are measures tending to place this important branch of the public service on a satisfactory footing. I am glad to find that these measures have in principle the support of your Government, and I desire that I may be furnished with your views as to the precise steps which you would recommend for giving effect to them.

5. As regards any advance in the rates of pay or of pension, I must leave it to your Government to submit to me any proposals which, after full consideration of the relative claims of this and other branches of the service, you may think fit to adopt. I shall be prepared to entertain them in a liberal spirit.

6. I am disposed to think that it would be advantageous to institute a special inquiry, either through the agency of a commission or by the deputation of a well qualified officer, into the present condition and working of the Educational Service and system throughout India. Such an inquiry might, among other advantages, have the effect of enabling you to meet the complaints which appear to be made as to the inequalities prevailing in the several presidencies. It would, however, be of value in other and even more important particulars. I desire that this suggestion may receive your consideration.

LXIX.

From the Secretary of State for India, to the Government of India,—(No. 17, dated 12th August 1868.)

PARA. 1. The despatch of your Excellency in Council, dated 30th May, No. 6 of 1868, on the subject of the establishment of female normal schools in the three presidency towns of Calcutta, Madras and Bombay, has been considered by me in Council.

2. Your Excellency in Council has determined to give the experiment of female education in India a fair trial by assigning to each of the Governments of Bengal, Madras and Bombay, an annual sum of Rs. 12,000 for five years, for the establishment of female normal schools in the three presidency towns. Your Excellency in Council considers that, in a cause in which success so greatly depends on the exertions of the native community, the sum abovementioned constitutes an adequate contribution on the part of the State.

3. I entirely concur in the views of your Excellency in Council, and approve of the proceedings reported in your despatch. I desire that the most careful attention may be paid to this experiment while in progress, and that I may, from time to time, be kept informed as to the results which may be achieved.

LXX.

From the Secretary of State for India, to the Government of India,—(No. 22, dated 28th October 1868.)

PARA. 1. The despatch of your Excellency in Council, dated 2nd of June, No. 7 of 1868, forwarding copy of a " Note on the state of Education in India in 1866-67," prepared by Mr. A. P. Howell, and also some documents on the subject of providing the means of elementary education in Bengal and Madras from local taxation, has been considered by me in Council.

2. I have read with the greatest interest Mr. Howell's valuable Note.

3. I fully approve of your proceedings in addressing the Governments of Bengal and Madras on the subject of supplying the means of elementary education for the agricultural classes from local taxation. I shall await with interest your further communications on this question.